ALAGAPPA UNIVERSITY

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DIRECTORATE OF DISTANCE EDUCATION

M.A. (CHILD CARE AND EDUCATION)

III SEMESTER

31232

PLANNING AND ORGANIZATION OF INSTITUTIONS OF YOUNG CHILDREN

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31232 - PLANNING AND ORGANIZATION OF INSTITUTIONS OF YOUNG CHILDREN

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UNIT 1- DESIGN OF A PRE-SCHOOL

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1.1 INTRODUCTION

Pre-school plays a vital role in a child's life where the fundamentals of learning start. A Pre-school helps a toddler to get into a new world and in that new world the child learns to share, adjust, adapt, interact, socialize, treat everyone equally, etc. Usually, a child takes interest in all the things that is around. He/she looks around, inspects, feels and touches the things that interest him/her unafraid. The child takes after whatever is taught and shows great interest in various activities done. Dancing and singing with actions become the main focus and the spoken language becomes refined. The washing and toilet areas should be of easy access to the child. Therefore, while setting up a pre-school the child has to be mainly taken into account. This unit presents how to arrange a pre-school, the space needed for the children, the classroom arrangement and the infrastructure of a Pre-School. With respect and consideration to the age and the maturity level of the children, you will be able to make the children comfortable, independent and also responsible.

This unit brings out the Design of a Pre-school, History of the classroom design and various factors that have to be considered.

1.2 OBJECTIVES

After going through the unit you will be able to;

- Understand the design of a pre-school
- Have an in-depth knowledge of the organization of a classroom
- Identify a child's personality
- Know more about classroom layout
- Acquire a clear perspective of the needs of the child's environment

1.3 DESIGN OF A PRE-SCHOOL

A home is a comfortable & protected environment for a child where they initiate relating to people, space and things on their own. From the time they are born they start with observation as there is so much to see, but after a point of time they are keen to have varied experiences which enriches their quest to know more. This is when a place like Pre-School comes into play which is a safe environment for them to be in and also provides them with enough opportunity for stimulating their interests.

Even though every child has their own individual personality, the design of schools and the classroom needs to provide a positive and enriching environment in which children can learn, explore, experiment, and discover for themselves.

Children absorb their environment like a sponge, looking for ways to interact with it—and the early childhood education classroom has evolved to accomplish these environmental needs. Let's take a look at this evolution, and some of the fundamental elements that are included in providing today's kids with a great learning space.

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1.3.1. HISTORY OF CLASSROOM DESIGN

In the 1900s, classrooms were often rectangular with chairs in straight rows that were bolted to the floor. Anyone looking to take early childhood education courses would know that this isn't the most stimulating layout! In the 1930s and 1950s, classrooms took on a square shape with moveable chairs, and teacher's desks were either in the back or corner of the room or they didn't have one at all. These two scenarios, usually caused children to lose focus and concentration.

An open classroom concept then evolved, which started to appear during the 1970s. This type of classroom, which continues to be used today, proved to be much more stimulating for children. The open classroom has moveable desks or tables, activity or curriculum areas, and allows flexibility, circulation, and a positive learning environment for children.

1.3.2. FACTORS TO CONSIDER

The first and foremost requirement is that the classroom space is well-organized. If your space is well-organized, there are clear pathways between areas that children are able to easily navigate. When considering a classroom's layout, it's important to consider things like play stations, areas for personal belongings, and a dining area if applicable.

Here are a few tips for set-up:

- Tables for messier activities such as arts and crafts or water play should not be set up on carpeting and should be closest to a sink for easy clean-up.
- Quiet areas such as a small library or napping area should be sectioned-off with shelves or placed as far away as possible from areas used for louder activities such as dramatic play.
- Ample storage space is something else to consider. Depending on the age group you'll be working with you may need to put away cots or high chairs when they aren't being used.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

1. What does a classroom need to provide?

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2. What are the factors to be considered while setting up a Pre-school?

1.4 CLASSROOM ARRANGEMENT

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Pre-school classrooms play an important role in the mental and physical development of kids. It is important to carefully organize materials and equipment in a pre-school classroom so that children can easily and effectively use them.

In addition to being safe and functional a classroom should be an attractive place where attention is given to colour. It should be designed according to the interest of the children and goals of the teacher. Furniture and play equipment should be so arranged so as to facilitate movement through the room. A bare room containing only chairs and tables can be very lifeless. On the other hand, a room full of interesting things tastefully arranged to feel, touch, see and experience can be very interesting and stimulating. Important centre like the doll corner, library corner, science corner, block corner and music corner is a must in every classroom. They should be so arranged such as to foster the programme's broad goals and aims, and to meet the needs of the child, his activities , decision making and interaction with his peers and adults. A room full of choices, classified through centres helps the child to choose what he is interested in. The way these important corners are placed in the available space influences the children to make use of the equipment. The classroom should have enough space for storage - almirahs, cabinets and shelves for keeping books and aids.

All classrooms should be workshops as far as possible. If well organized, it will have sufficient empty space, a broad easily visible path through it, ease of supervision and efficient placement of storage units.

1.4.1 CLASSROOMS AS MULTI-PURPOSE SPACES

Early childhood education training will teach you a host of activities to provide for the children as well as designing entire programmes to fill a curriculum. Although you'll need certain fixed areas for children to participate in activities such as messy painting or nap time, some spaces can be used for multiple activities, for example:

- A common area in the middle of the room used for circle time in the morning can also be used for educational video watching, reading stories, learning songs and a list of other demonstrative activities.
- Tables used for lighter art & craft activities can also be wiped-down and sanitized to be used for snack time.
- Quiet areas can also have a small table for children who wish to go off for napping and color alone if need be.

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The physical environment plays an important role in the lives of pre-schoolers. It can add a significant dimension to children's experience and development when the physical environment is carefully and knowingly arranged. A learning environment has been broken into many aspects, such as the social/emotional environment, the behavioral environment and the physical environment.

The environment into which children come every day is very important as it influences their behavior and development. School is the child's home during school hours. The school environment should therefore, be not only stimulating and inviting but also workable for use with young children.

A fine building makes a fine school. It should be placed in building which not only stimulates the education of the children but should be a living organ of the community, primarily interested in educating its children in the "graceful art of living" as formal learning is only incidental. To meet this objective the school should be based in a clean growth development, and behavior. Therefore the school building its situation , design , lighting and ventilation all play an important role.

The physical set up of a nursery school with its indoor and outdoor centers influences the children relationship with the environment, with peers and with adults. A well planned building is one where supervision is easy and thereby makes it possible for the teacher to give help where needed and lessens her fatigue , bearing more of her energy for work with children.

A pre-school has to be well thought of and designed as

1. It provided the initial ground for social interaction for toddlers who are otherwise used a much protected environment at home. Regular interactions and activities make them more open to the idea of exploring the world of new things.
2. In our widely distracting environment with gadgets and toys, a child is usually distracted and is self-centered. So a good Pre-school emphasizes on learning with interaction and practice in a supervised environment.
3. Playing with clay, colours, crayons etc. helps them to develop gross motor skills which are one of the essential early learning experiences.
4. A Pre-School is more of a free play and activity space, but within a scheduled time and space which enables a child to experience a broadly structured environment other than their own home. Eventually this helps them in transitioning from a Pre-School to a more structured school premises which are bigger in scale and also much more number of kids.

5. A Pre-School is usually operational for 2 to 3 hrs and also meant for 3 to 5 days in a week. So this eventually prepares the child to get ready for transitioning to a bigger school at a later date.
6. Other than playing & interacting with blocks and art materials there are also opportunities for them to have musical events, puppet show, storytelling sessions, poem recitation, etc. All of these contribute to an overall development of the child's temperament.
7. One of the main issues with young toddlers, is about making them more independent and the first two things that are about eating and toilet training. Both these things are dealt well in a Pre-School as the child watches other kids in the school with whom they have one meal of the day and the help at school starts training them to use the toilet rather than being dependant on a diaper (which they are used to from birth).

1.4.2 STORAGE OF ACTIVITIES

If you store each activity in a specific place and carefully organize the materials for easy use, the children will be drawn to the activities. They will also know where to place the materials if everything has a place and is clearly marked. Label containers and bins with a picture and word of what is inside. This helps children recognize words and know where to place the items when they are finished with them. Neatness makes the room attractive. Materials are easier to find and more inviting if they are not crammed into a crowded area. This is important to remember when implementing an organized room arrangement in pre-school.

1.4.3 CLASSROOM CENTERS

Pre-school classrooms are often defined by centers. Using low dividers, tables, child size furniture, and a variety of storage units creates areas that can be used as different centers. When creating classroom centers, make sure to place materials and activities where children can independently explore them. Don’t place a noisy center like blocks near the book center; this creates unnecessary distractions for children. It is important to remember to provide a space for solitary time. Healthy child development includes providing many opportunities for social interactions with other children. However, solitary time allows children to take a break and reflect about the events in their day. Just providing the children with a few comfy pillows in a quiet area of the room should help.

1.4.4 ROOM ARRANGEMENT AFFECTS DISRUPTIVE BEHAVIOR

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By structuring space and materials you can promote desirable social behavior. By displaying children’s work, projects, and art you are giving the children a positive self-identity. By adding materials when children want to work on a common goal you are providing them with interpersonal skills, to work with one another. If you notice children are distracted, remove the distractions, children need to develop self-control. Provide the children with a variety of activities, from which the children may choose. This helps with developing planning and decision-making skills in children. Overall, you want a room that children work and play in, to provide a sense of belonging and connection to others in the group. Plan a flexible room with many open-ended materials that can meet a multitude of goals. When an organized room arrangement in pre-school has been accomplished, physical limits are clear and the room helps control the use of materials and the behavior of children. Conflict between children is reduced, and conditions for high learning are established.

Creating the right classroom environment is a fine balancing act between ensuring children aren't faced with a barrage of over stimulating displays, but also that they aren't seated in a plain, clinical classroom. It's not just about what's on the walls though.

In a modern learning environment, the layout of a classroom and the way furniture is placed can massively impact the levels of concentration and engagement amongst school children. Striking the right balance between fun and functional can be tricky and a lot of factors need to be considered, such as how old are the children? What's your available space? How much natural light does your classroom attract? What's your teaching style like?

All of these factors will affect how far you can go with your classroom layout, and whilst it's not possible to achieve 100% compatibility with everything, there are a few things you can do to hit at least a few of those targets and improve the outcomes for your students.

1.4.5 SPACE

Class sizes are constantly growing but classrooms themselves aren't. This means making the most of your space is vital.

The key is to ensure there is a clear and accessible path for everyone to move around the room without impeding on student's personal space. After all, it's hard to concentrate when you've got people twisting and turning to fit past you and it's equally as frustrating for children when

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there is no clear route around the room. If you have a small classroom and 30+ children to fit inside it, your choice of furniture is vital.

Singular desks are increasingly out of the question in the battle for space, and this is where our height adjustable flower classroom tables and our height adjustable rainbow classroom tables come in. Up to six children can work on each of these tables at once, and by putting the tables together you are able to increase that number considerably.

When planning your table layout, make sure all children in the room can see and hear clearly from where they are sitting. Also, be aware of children with special needs and what you can do to in terms of layout to help them achieve their full potential without singling them out from everyone else.

Sitting at a large table encourages interaction between children whilst reducing the amount of space needed for each desk, meaning this is a solution that will work for almost any space-lacking classroom. Once you've got your furniture sorted, consider creating different areas for different purposes. Make it clear where the cloakroom is and where the reading corner is.

Clarifying the differences between different areas allows children to read their environment and understand its function more clearly. It also means they are less distracted by a confusing learning space.

1.4.6 RESOURCES AND AMENITIES

Making the most out of uncontrollable factors such as natural light and heating placement can go a long way to maximising your classroom layout. Avoid blocking windows - let children see what's outside whilst enhancing natural light. Artificial lighting is never comforting and avoiding it where possible is always ideal.

Consider the location of vents and radiators within your classroom and work hard to avoid blocking them. Keeping the room well vented and heated will create a more calming and pleasant environment.

1.4.7 CLASSROOM FURNITURE AND STORAGE

Try to have as much storage as possible. Make sure everything has its place and that it is within easy reach for everyone in the classroom. A good idea is to give each child their own personal storage space. This will help with a sense of belonging and will give them somewhere to keep their things tidy. We offer a large range of classroom storage for all classroom layouts.

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1.4.8 VISUAL STIMULATION

When designing a classroom you should consider visual stimulation as well as the layout of your furniture. Colour is important. Different colours can affect feelings and emotions, so think about the best colours to use in your classroom. Bright colours can be exciting and fun whereas muted tones are more relaxing and calming. A lot of our classroom furniture range is available in a wide range of different colours, allowing you to mix and match your furniture to suit your teaching style and your pupils.

Classroom displays should be fun, simple, clear and appropriate to the age group. Don't make a display too cluttered or busy; leave space for children's work. They love to see their achievements and it can have a really positive impact on how they view their academic abilities.

1.4.9 SAFETY

Above all else, you need to ensure that your classroom is a safe, supportive space. Arrange tables, chairs and other furniture so that everyone can move around safely. Ensure all exit routes are clear and doorways and windows are free from obstructions. Make sure all areas are visible so that you can quickly see where everyone is. Classroom layout is about getting the balance right, and the only way to do that is to experiment and have fun with your classroom to find what works best for you and your students.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

3. List some important factors to be considered to arrange a classroom.

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4. How can classroom spaces be used in a multi-purpose way?

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1.5.1 ENTRY-EXIT AREA

The entry - exit area serves as the first and last picture of the centre the children and the parents see every day. It is a major factor communicating the attitude. It is an area most often seen by the public and the opinion of the programme may be based on what is seen ever from the street distance. It should be bright, welcoming area. It could be porch or a courtyard with a view of

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indoor and outdoor activity area. Doors should open readily. A part of this area could be converted into lounge for parents. Facilities for parking of vehicles by parents too should be taken care of.

1.5.2 INDOOR SPACE

The activity room space affects the quality of living and learning centre. The child spends the majority of the day time here. Physical characteristics of this room affects the behavior of both children and staff.

1.5.3 ROOM SIZE

35 sq.ft/ child is the minimum Sq.footage and considered adequate for infants and toddlers and for older children 40 to 60 sq.ft/child, atleast 45 sq.ft . This is exclusive of sinks, lockers and storage cabinets. Limited indoor space can be offset by sheltered outdoor space 25ft*0ft. When the floor space is small and ceilings are high space can be stretched vertically. Balconies with railings can be built over cot storage or other storage or house keeping centres can be arranged on the balcony with blocks centre below. A balcony should be against a wall particularly corner walls is most stable and economical. various apparatus such as stairs, ladders and ramps can be installed for ascending and descending. For safety purpose a railing should be provided for stairs greater than 3 steps, Stationery ladders are safer than rope ladders. The platform should be less than four feet high.

1.5.4 ROOM ARRANGEMENT

Room arrangement should have no hidden areas, for these cannot be supervised. Children still have privacy and staff members can supervise as long as dividers and storage cabinets are not over four feet high. When two rooms are joined by a wall or when a small room opens off the main room, glass panels or openings in the wall at adult height facilitate supervision. Activity room slightly longer than it is wide is less formal looking and easier to arrange. The tunnel like appearance can be minimized by(1) Placing learning centres at each end (2) Conducting activities in the centre of the room (3) Using equipment (tables, shelves) to break straight pathways.

A well organized activity room cuts down on time loss by children and staff and reduces confusion and discipline problems. Room organization also helps communicate the general atmosphere of

the programme to the child. eg. in EC programme where staff give direct instruction to children, small spaces defined by walls should be utilized and child initiated activity there should be maximum amount of open space. Children also need areas. Small protected areas with rugs and pillows.

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1.5.5 FLOORS, CEILINGS & WALLS

These components must be both functional and durable and the materials used on their surfaces co-ordinated so they are aesthetically pleasing and comfortable when choosing floor covering, keep in mind that floors must be kept dry, sanitary and warm for children's play. Flooring materials should be easy to clean, suited to hard wear, and sound proof, because children enjoy working on the floor , good floor covering can reduce the number of tables and chairs needed. Flooring should be viewed as part of the furniture.

Resilient flooring and carpet are the most prevalent materials used . Resilient flooring includes various types of vinyl floors and linoleum. Carpeting is superior to resilient flooring in softness, noise absorption and minimizing injuries and breakage. Carpeting is best for infant-toddler rooms which is a safe floor environment for non-walkers and toddler. Resilient floors is needed for block building and play with wheel toys and feeding and diapering areas.

Many programmes use platform or wells to facilitate the floor as a place to work and play. Infant room - you could have a few inch raised area with a low fence and gate both of transparent mesh or wooden bars (similar to a baby's pen) Older children enjoy learning centres created by raised and sunken areas but such areas are less flexible in use.

Platforms can be built into the activity room during construction, raised or lowered area should be out of the main flow of traffic, changes in floor levels should not exceed 2 or 3 feet and can be railed partially if the programme is used for very young children or if the well is located near areas of fast moving traffic. Electric outlet should be nearby to use for teaching equipment.

Ceilings should be of different heights to accommodate equipment of various heights. Variation in ceiling heights helps with noise control and is aesthetically pleasing. 7 foot ceilings are too low, unless the space is for children only, as low ceilings make staff members appear excessively large because of the nearness of the adult to the ceiling and make it adult dominated. Low ceiling area may be created by building a two store playhouse, or by using a balcony along an entire wall.

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Although permanent walls provide acoustical privacy fewer interior walls give greater flexibility in room arrangement. Supervision becomes less of a problem when dividers and storage units delineate space rather than floor to ceiling walls.

The amount of light in the area is one interior of choice of wall colour. Colours have been found to influence academic achievement. Red is a good choice for areas planned for gross motor activities and concept development activities. Yellow is good for music and art activities and green, blue and purple are effective in reading areas. Equipment , art work and the children themselves add to the room's brightness.

Walls may be covered with various types of materials other than paint. wall finishes of soft porous materials can deaden sound, black board finishes can permit the use of walls for display and various wall treatments can be aesthetically pleasing.

1.5.6 STORAGE AND DISPLAY FACILITIES

Every early childhood programme facility must have storage, for infant programmes storage shelves 4" high can hold supplies safe from the reach of infants and toddlers shelves and cabinets must be very sturdy as babies pull themselves up on them. For older children some items are displays of children's use while others are sorted for adults to get as need. Shelf space and design should be tailored to the needs of the programme. Shelves without or with removable doors are excellent. Different storage designs (slanted, vertically, and horizontally partitioned cabinets, drawers and shelves of varying depths help arranging, fending and protecting materials and equipment they are also aesthetically pleasing.

For infants, items should be placed on walls near the floor. These include low bulletin boards for older children there pin up work in eye level. Backs of storage units may be covered with cork board or peg board for displaying children's work. Chalk board should be on a level of children.

1.5.7 ACTIVITY CENTRES FOR INFANTS AND TODDLERS

The principles to keep in mind of an infant and Toddler room are:

1. Bins for toys games are inappropriate. Moveable shelves aid staff members and new arrangements are also enjoyed by children.

2. Smaller activity centres for one or 2 children are more appropriate than the larger centres.
3. Activity centres need to house items in multiple quantities or children. This age rarely share and spend most of their time playing alone.
4. They need many secluded places. A portable crib or an elevated and fenced area may protect infants from active toddlers for short periods of time. Toddlers need couches, low sturdy shelves barrels and other secluded places.
5. Adults need comfortable places to sit while playing or holding young children.

The centres infants and toddlers require area for block and vehicle, small manipulative toy area, quiet area and art and music.

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1.5.8 LEARNING ACTIVITY CENTRES FOR OLDER CHILDREN

The programme philosophy determines whether learning/ activity centres will become the basis for room arrangements. Centres are a series of working areas that have a degree of privacy but are related to the whole activity room. The distinctiveness and integrity of each can be maintained by defining space, allowing sufficient space and providing acoustical seclusion. The space should be remain flexible but there should be enough definition to provide a feeling of place. This definition of space may be accomplished by placing dividers or storage units in L,U or other configurations or by using dividers or storage units in conjunction with corners and walls to create more areas.

Space can also be defined by differences in colours or shades of wall paint or carpets in adjoining centres by differences in light intensity in adjacent centres and by manipulation of the floor plans with wells, pits or platforms.

Centres can also be visually separated with dividers. 4 ft high divider will provide enclosures to a standing or sitting child and 2 ft high divider for a sitting child.

Before deciding the space for the centre one must decide whether this would be permanent. Colour of walls, manipulation of floor plan are some what permanent. Moveable dividers or storage units and light intensity are not.

The factors that have to be considered in the arrangements of learning centre/activity in the room and equipment and material are:

1. Type of floor converting
2. Size and quantity of equipment and materials
3. Special requirements as water resources, electrical outlets, light.

4. Storage space
5. Level of noise
6. Maximum number of children working in

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Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

5. What is entry-exit area?

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6. How should a room be arranged?

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1.5.9 BLOCK CENTRE

There is a tendency towards expansive aggression and solitary retreat.

Block Centre should be

1) to children to work alone or 4 or 5 children.
2) Fluid enough to encourage a regrouping of children
3) Block Centres can be both inside and outside.
4) 25 sq.ft. for one or two children or 75 sq.ft. for 3 to 5 children.
5) can be subdivided into one or 2 areas in the room or by placing dividers or placing block centres throughout the room.
6) raised platforms or pits for small centres and open floor space for large centres.
7) Centre should be placed where traffic movement is at a slower pace with dividers.
8) The floor and even the storage shelves should be covered with acoustical materials.

1.5.10 DRAMATIC PLAY CENTRE

1. House keeping centre- 75 to 100 sq.ft of floor space.
2. Dress up area requires additional space.

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1.5.11 ART CENTRES

The art centre should have place for both individuals and group activity.

Work surfaces include.

1. Wall-chalk board and murals.
2. Titled easels.
3. Flat surfaces (tables) 20 to 18" height.

A sink with a counter is necessary for mixing paints and cleaning up. The faucet 23 inches above the floor, with disposable drain with easily cleaned surface. Floors and surfaces should be of material that is easily cleaned Einoleum Formica or Vinyl. Needs many storage shelves for supplies, a few with doors and some open. Drying art products will require lines and racks for paintings and mobiles and shelves for 3 dimensions products. Ample light - can be outdoors.

1.5.12 MUSIC CENTRE

Area should be enough to listen to music for dancing and singing. Vinly flooring - physically separate or acoustically treated to contain sound.

1.5.13 SAND PLAY CENTRE

Outdoor - A stand up table 22" high and sit down 16" high is desirable where space not available for sand pit containers for play.

1.5.14 WATER PLAY CENTRE

20 to 24" per children 2 ft apart. Shelves for toys. Slip proof surface can be outdoors.

1.5.15 CONCEPT AND MANIPULATIVE CENTRE

- Reading readiness
- Mathematics
- Social studies
- fine motor skills(lacing cards, working puzzles, stringing beads) characterized by quietness.
- corner with tables and shelves or screened alcove.

1.5.16 MICRO-COMPUTER CENTRE

Quietness is essential. Cupboard to store when not in use.

1.5.17 PLACES FOR ANIMALS AND PLANTS

Outdoors - tables and chairs for children.

1.5.18 OTHER AREA

Places to watch with special interest, aquarium, terrarium, rock, mineral, shell collection, a garden etc.

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Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

7. What is a Block centre?

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8. Describe any two other centres.

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1.6 LET US SUM UP

This unit provides the necessary background of setting up of a Pre-school. How a Pre-school should be set up is clearly understood by the students through various explanations and details given. The above unit also explains about the nature of the toddlers and how they can be kept comfortable in the teaching learning environment. The need of the development of various habits and also the necessity for the different centres is also specified clearly.

The history of setting up of a Pre-school is also elaborated in detail. This unit provides an insight of the important factors to be considered while setting up a Pre-school.

1.7 UNIT-END ACTIVITIES

1. Write in detail the setting up of a Pre-school.
2. Write the factors that have to be kept in mind while setting up a Pre-school.
3. Describe the various centres.
4. Discuss the points to consider while handling the toddlers.
5. Briefly explain the room arrangement.

1.8 ANSWERS TO CHECK YOUR PROGRESS

1. A classroom needs to provide a positive and enriching environment in which children can learn, explore, experiment, and discover for themselves.

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2. The first and foremost requirement is that the classroom space is well-organized. If your space is well organized, there are clear pathways between areas that children are able to easily navigate. When considering a classroom's layout, it's important to consider things like play stations, areas for personal belongings, and a dining area if applicable.
3. A well planned building, space, activity centres, safety, furniture & storage, room size, etc. should be kept in mind while designing a classroom.
4. You need certain fixed areas for children to participate in activities such as messy painting or nap time, some spaces can be used for multiple activities, for example: A common area in the middle of the room used for circle time in the morning can also be used for educational video watching, reading stories, learning songs and a list of other demonstrative activities. Tables used for lighter art & craft activities can also be wiped-down and sanitized to be used for snack time. Quiet areas can also have a small table for children who wish to go off for napping and color alone if need be.
5. The entry - exit area serves as the first and last picture of the centre the children and the parents see every day. It is a major factor communicating the attitude. It is an area most often seen by the public and the opinion of the programme may be based on what is seen ever from the street distance. It should be bright, welcoming area. It could be porch or a courtyard with a view of indoor and outdoor activity area. Doors should open readily. A part of this area could be converted into lounge for parents. Facilities for parking of vehicles by parents too should be taken care of.
6. Room arrangement should have no hidden areas, for these cannot be supervised. Children still have privacy and staff members can supervise as long as dividers and storage cabinets are not over four feet high. When two rooms are joined by a wall or when a small room opens off the main room, glass panels or openings in the wall at adult height facilitate supervision. Activity room slightly longer than it is wide is less formal looking and easier to arrange. The tunnel like appearance can be minimized by(1) Placing learning centres at each end (2) Conducting activities in the centre of the room (3) Using equipment (tables, shelves) to break straight pathways.
7. Block Centre should be (1) to children to work alone or 4 or 5 children. (2) Fluid enough to encourage a regrouping of children (3) Block Centres can be both inside and outside. (4) 25 sq.ft. for one or two children or 75 sq.ft. for 3 to 5

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children (5) can be subdivided into one or 2 areas in the room or by placing dividers or placing block centres through out the room. (6) raised platforms or pits for small centres and open floor space for large centres. (7) Centre should be placed where traffic movement is at a slower pace with dividers. (8) The floor and even the storage shelves should be covered with acoustical materials.

8. Dramatic Play Centre
   * House keeping centre- 75 to 100 sq.ft of floor space.
   * Dress up area requires additional space.
   * Alcoves are good for house keeping centres.

Art Centres

The art centre should have place for both individuals and group activity.

Work surfaces include.

- Wall-chalk board and murals.
- Titled easels.
- Flat surfaces (tables) 20 to 18” height.

1.9 SUGGESTED READINGS

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4. Mishra. L.(2012) Early Childhood Care and Education, APH Publishing Corporation, New Delhi.
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6. Sharma Rajeev.(2007) Complete Book of Child Care, Lotus Press, New Delhi.
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8. https://www.herzing.ca/blog/personal-and-community-suport-worker/the-importance-of-classroom-design-in-early-childhood-education/

UNIT 2- ESSENTIALS OF A GOOD BUILDING AND SURROUNDING

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Structure

2.1 INTRODUCTION

While setting up a Pre-school, safety, locality and a good building should be considered and given priority. The site where the building is located should be approved by the local authority. A good building means stability, functionality, beauty and usefulness. More thinking should be given to space, ventilation and playground. Care should be taken to design a proper building plan. A calm and cosy environment will help the children to be active without any fear.

2.2 OBJECTIVES

After going through the unit you will be able to;

- Understand the essentials of a good building for Pre-school.
- Know more about the location and site where Pre-school is going to be set-up.

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- Acquire a clear perspective of surrounding, light and ventilation.
- Identify the benefits of a school garden.
- Have a clear picture of developmental benefits of Playground.

2.3 ESSENTIALS OF A GOOD BUILDING- SITE AND SURROUNDING

Pre-schools influence a child's personality development and build a strong foundation for the future. A pre-school should have an environment that is calm, engaging and responsive to each individual child at all stages of his or her development. An important element which is counted among the quality of a pre-school is the infrastructure.

While building a pre-school classroom, some important safety features should also be incorporated to child-proof it. Among other features that need to be considered while developing infrastructure for a pre-school include fixing all electrical points higher so that they are out of the reach of children and covering gaps in the railings of balconies so that kids do not slip through. Also, fire safety measures should be adequate so that kids can be quickly evicted if disaster strikes.

There is a significant difference between a person brought up in a clear healthy and adequate surrounding and one who has spent his childhood in a dirty and unhealthy surrounding. surroundings foster not only good health and fortune but also influence to a great measure the development of personality. As this is important the pre-school cannot be constructive anywhere and everywhere. To fulfill the functions of a pre-school efficiently and keeping in mind the psychological response to aesthetics stimulation Rabindranath Tagore built his educational centre in the lap of nature and called it " Shanthiniketan".

2.4 BUILDING PLAN

Every school building must be built in accordance with a plan depending upon its needs- like the size and number of classrooms. The plans should confirm strictly with the laws of sanitation, hygiene, ventilation and lighting. There should be a minimum requirement of play ground and toilet. A child must have at least – 1.5 sq. meters of area.

The building should be a single story building for convenience and safety. It can be in L E H or U shape. Rooms should have outlets and inlets for children to avoid accidents. The floor plan for a pre-school should consider ease with which children can find their way about.

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Windows and Doors

They should be low enough that enable children to see out. It should be fitted with shade and screens. All the doors leading outside should be light in weight so that the children can handle them easily. The door knobs should be of the height of the children so that it is easy for them to use, but latches should be placed above the children's reach.

2.5 SITE

Selecting the most appropriate site for a school is an important consideration for the school community. The location, size, and shape of a school site can materially affect the educational programme and opportunities for students.

The Building should be built in a healthy and refreshing environment without stagnant pools, swamps and sewer with disagreeable odours. It should be located a little away from the towns to get fresh air. It should be away from burial grounds, industrial noise, dust, smoke, rail roads, factories. The school should be located near a park or garden which stimulates a love for nature. It should have sunlight. The play ground must be shady and there should be sufficient water supply.

The soil of the site plays an important part in making the school building strong and beautiful. The building should be above the ground level and not in a low lying area. It should have a natural drainage free from water logging. The building should be south facing with verandahs on one side. There should be sufficient trees and plants to give a cooling effects.

2.5.1 SCHOOL SITE SELECTION CRITERIA

Safety (these factors should be considered)

- Adjacent to or near roadways with a high volume of traffic
- Close proximity to railroad tracks
- Close to high-voltage power line, high-pressure lines, for example natural gas, gasoline sewer or water lines
- Contaminants/toxics in the soil or groundwater, such as from landfills, dumps, chemical plants, refineries, fuel tanks, nuclear plants, or agricultural use of pesticides or fertilizer, etc.
- Close to high decibel noise sources
- A 100-year flood plain
- Social hazards in the neighborhood, such as high incidence of crime and drug or alcohol abuse

Location

- Safe walking areas
- Centrally located to avoid extensive transporting and to minimize student travel distance
- Compatible with current and probable future zoning regulations
- Close to neighborhoods, libraries, parks, museums, and other community services
- Favorable orientation to wind and natural light

Topography/Soils

- Proximity to faults or fault traces
- Stable subsurface and bearing capacity
- Danger of slides or liquefaction
- Percolation for septic system and drainage
- Adequate water table level
- Existing land fill is reasonably well compacted
- Feasibility of mitigating steep grades
- Rock ledges or outcroppings
- Surface and subsurface drainage
- Level area for playfields

Size and Shape

- Net acreage consistent with the International Council of Education
- Facility Planners (+13 acres)
- Length-to-width ratio does not exceed 2:1
- Sufficient open play area and open space
- Potential for expansion for future needs
- Area for adequate and separate bus loading and parking

Accessibility

- Obstacles such as crossing on major streets and intersections, narrow or winding streets, heavy traffic patterns
- Access and dispersal roads
- Natural obstacles such as grades or gullies
- Routing patterns for foot traffic
- Remote areas (with no sidewalks) where students walk to and from school
- Easily reachable by emergency response vehicles
- Fire and police protection

Utilities

- Availability of water, electricity, gas, sewer
- Feasibility of bringing utilities to site at reasonable cost
- Restrictions on right of way

Cost

- Reasonable costs for purchase of property, and legal fees

- Reasonable costs for site preparation including, but not limited to, drainage, parking, driveways, removal of existing building, and grading
- Toxic cleanup beyond, the owner's obligation
- Environmental mitigation
- Reasonable maintenance costs

Public Acceptance (Board only)

- Public acceptance of the proposed site

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. Write the important features of a good building.
………………………………………………………………………
…………..……………………………………………………………..
2. What is the criteria for school site selection?
………………………………………………………………………
………………………………………………………………………

2.6 LOCATION

The location of a school has an enormous significance, and it should be set up in a suitable atmosphere. It should be far away from the noises and the polluting atmosphere where the child can easily absorb what is being taught in school. The ambience should be calm, spacious with good amenities and utilities in a visually appealing landscape. The school should have enough lighting, useful facilities such as libraries, toilets, playground, sinks, multipurpose rooms, work areas, lockers, storage spaces, teachers, administration, etc.

2.7 VENTILATION

Adequate ventilation is equally important in classrooms as lighting. Sufficient number of doors and windows in classrooms will admit fresh air and light in them with free circulation. Rooms should also have ventilators in the ceilings which can work as outlets for impure air.

Similarly, floor ventilators are necessary so that fresh air can come in, classrooms should have adequate number of fans in working conditions so as to make summer heat and suffocation in monsoons bearable.

Kapoor and Premi (1988) advocate at least three fans of 1200 mm diameter each and four tube lights for a classroom of size 50.37 sq.m.

These fans and lights should be distributed uniformly in the working/teaching area.

Too bright a light is distracting to the child. Skillful use of paint often helps in making dull areas lighter and softens the areas that are too bright. Light should always come from the back. Fans should be provided according to the size of the room. Cross ventilation through open windows is desirable.

2.7.1 EFFECTIVE VENTILATION

Effective ventilation is extremely important in providing good indoor air quality especially to ensure effective ventilation in schools. Many studies have proven that well ventilated clean air can lead to better student performance by maintaining student alertness and maintaining health. Whether sufficient Natural ventilation or Mechanical ventilation, the level of Carbon Dioxide should be monitored to not exceed the recommended level of 5000 parts per million (ppm) in a teaching day. The level can be reduced throughout the day by introducing fresh air to the room.

2.7.2 INDOOR AIR QUALITY IN SCHOOLS

Children spend a significant amount of time, almost one fifth of their week indoors. Coupled with Industrial pollution from outdoor air from a window or open door or even ventilation systems if these are incorrectly maintained this can lead to inadequate levels of clean indoor air.

Indoor air quality in schools can impact attendance, comfort, performance, school equipment and most importantly health. Poor air quality can cause headaches, fatigue, shortness of breath, sinus congestion and irritation of the eyes nose and throat. These health impacts can affect the productivity of teachers and students, resulting in them not having the best out of education.

2.7.3 NATURALLY VENTILATED SCHOOL WINDOWS

A constant flow of fresh air is essential when creating an effective learning environment, bringing many benefits to both students and teachers in terms of comfort and performance. Studies have shown that students perform better if their classrooms are well-ventilated. Installing naturally ventilated school windows is an effective way of increasing fresh air flow, and therefore creating a better, more comfortable learning environment. Poor ventilation in the classroom contributes to higher rates of illness in

children. Therefore, installation of naturally ventilated school windows could bring health benefits as well as educational ones.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. What is effective ventilation?
………………………………………………………………
…………………………………………………………
4. How should a school ambience be?
………………………………………………………………
…………………………………………………………....

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2.8 LIGHT ARRANGEMENT

Lighting is essential for visual tasks and helps maintain attention levels. The real function of the lighting is to facilitate learning. By using luminaires that combine direct light on the work surfaces with an indirect light aimed towards the ceiling, a varying and appropriate concentration of light is distributed throughout the room.

Lighting is and always has been an important factor in designing and operating pre-schools. Until the 1950s, natural light predominated as a means of illuminating most school spaces. Classroom design was based in large part on time-honored relationships between window sizes and room dimensions. As electric power costs declined and designers began to take advantage of the increased flexibility provided by electric lighting, daylighting took a secondary role.

2.8.1 RESPONSIBLE DAY LIGHTING

Simply adding windows or skylights to a classroom is not necessarily responsible daylighting. Poorly designed daylighting, as with poorly designed electric lighting, can create visual discomfort and disabling glare. Incorrectly placed daylighting can introduce undesirable solar heat gain, causing discomfort and increasing ventilation and air conditioning loads and energy use. Good daylighting design requires understanding a building’s local climate and use patterns and the location, placement, and shading of windows and skylights relative to their solar orientation. A good daylighting system provides:

- balanced, diffuse, glare-free daylight from two or more directions;

- sufficient light levels for the tasks in the space;
- operable shading devices to reduce light intensity for audio-visual programmes and computer work;
- windows for interest, relaxation, and communication with the outdoors; and,
- exterior shading devices as needed to minimize solar heat gains during the cooling season.

2.8.2 ARTIFICIAL LIGHT

The rooms should also contain facilities for artificial light such as fluorescent tubes. This arrangement should provide light uniformly to the entire room without throwing shadows. Windows should have suitable curtains so as to adjust the intensity of light as and when required.

Windows should be placed at about three and a half to four feet from the floor of the room. The total area covered by windows should be one-sixth to one-quarter of the area of the floor. Lighting in a room is said to be appropriate if a student can read ordinary type at a distance of one foot from the eye in every part of the room.

The classrooms should contain more windows so as to admit more light in them. Thus, the importance of adequate lighting arrangement in classrooms is paramount.

2.8 LIGHTING FACTORS

A carefully balanced lighting system will take into account a number of factors, including illuminance, uniformity, glare, flicker and colour, in order to provide optimal learning conditions.

Illuminance refers to the average light level in an area. Low illuminance has been linked to slower reading, reduced concentration, poor posture and long term weakened vision. An excessive variation of illuminance can also be an issue – this has been shown to actually reduce visual performance, causing discomfort and hyperactivity. A level of uniformity needs to be achieved to avoid excessive contrast and distraction.

Glare occurs where a bright image or object that is not the one the pupil wants to see is perceived directly, or via reflected light. Although pupils will attempt to compensate, perhaps by squinting or turning their head, glare still interferes significantly with visual tasks and can result in headaches, eyestrain, reduced concentration and diminished productivity.

Flicker is produced by certain lighting equipment and can result in discomfort or irritation. At a more serious level, it can lead to visual disturbance – for example, making moving objects or machinery appear

stationary. Flicker can also trigger epilepsy and exacerbate various other conditions.

Colour also plays a vital role in the learning environment and good colour rendering performance is essential for effective learning, allowing pupils to make accurate colour judgements.

2.9 FLOOR

Nursery schools play a vital role in a child's development and it is the responsibility of the school to make their learning experience memorable and cherishable.

To meet these goals the utmost care has to be taken when choosing the floor, as it needs to be safe and durable while also helping to create an engaging and pleasant learning environment.

The best floors for early childhood and pre-school facilities should be soft enough for growing babies and toddlers while also being easy to clean, able to maintain excellent hygiene and health levels onsite and be tough enough to withstand the tables, toys, playing and cleaning.

Safety

Slips and falls are the leading cause of injury in schools, and your choice of flooring has an important role to play in minimizing the incidence of injuries. Hard surfaces often become slippery, especially in wet conditions (as a result of recent mopping, or snow or rainfall being tracked into the building). Carpet offers significantly more traction than hard surface products, and reduces the likelihood of slips and falls occurring as a result. In the event of a fall, carpeting can also reduce the risk of injury.

Comfort

Cushioned carpet can also be useful for creating flexible learning spaces, making it comfortable for students to sit, stand and even lie down, whether they're active at recess or quietly reading with their teacher. With many teachers standing all day, cushioned carpet will also increase their underfoot comfort and reduce muscle fatigue.

Cleaning and Maintenance

Cleanliness is important. Kids enjoy spending time on the floor to play, learn, and rest. One of the best ways to reduce the spread of any infectious diseases that may be lurking is by regularly cleaning and sanitizing all the surfaces, including the floors.

Seamless and smooth surface will be easier to clean and it would also reduce the risk of accumulating harmful contaminants in gaps and cracks.

Durability

Little kids do a lot of physical activities like sports and dances. Therefore the floor is slip-resistance, as well as sturdy enough that these

activities can be done safely and without any damage to the flooring finish. The right pre-school flooring should be slip-resistant, comfortable, easy to maintain, durable, and fun to look at.

The right choice of pre-school flooring should safeguard the floor from stains, be slip resistant for safety and comfortable underfoot, easy to maintain, highly durable, provide exceptional stain and wear resistance, limit noise transfer, withstand forceful impacts and control maintenance costs.

2.10 SPACE

Daycare spaces may all seem like typical child environmental spaces – colours, small furniture and toys are common elements. However, a profession exists that delves into the effectiveness of child play spaces – both indoor and outdoor. Decisions on daycare space design are not made arbitrarily. Consideration is put into layout, safety, beauty, acoustics, educational effectiveness and more.

A daycare space design that is meant for babies and toddlers might have brain-stimulating environments that encourage sensory development, pattern recognition and safe mobility on a level surface. Things like scissors and ropes, used amongst older kids, should not be available in a baby-centered area.

A pre-school appropriate space could have kiddie tables and chairs for drawing and painting, or a comfy spot for books and quiet activities. Kids up to age 4 or 5 may still need naps, so it might also have quiet rest areas for this age group. Their bathroom facilities may also contain some modifications or enhancements, like stools, lower-level sinks and toilets, and so on.

DAYCARE SPACES SHOULD BE SAFE AND CLEAN

Safety and cleanliness often go hand-in-hand. Daycares can be made into safe environments for children in the following ways:

- Using a floor plan that allows an early childhood educator to scan the entire room, and to find or check on students quickly.
- Using gates, doors, and other barriers that keep strangers out and kids contained in a reasonable manner.
- Using cleanable toys and furniture, housing cleaning products in a locked area, and performing regular cleaning routines.
- Storing all manner of ‘things’ in an organized way (cubbies for jackets and shoes, designated toy bins, a separate food and sleeping area, etc.)
- Having safety be built into the classroom environment, such as with cushioned mats, easy-to-reach toys, shelves bolted to the walls, handrails on stairs and so on. The construction of the

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facility should also consider safety with regards to materials used (such as preparing for possible window breakages, earthquake proofing, asbestos removal, etc.)

- Using equipment suitable to the age group of the children in the classroom, as noted above. This can mean avoiding sponge-like toys that toddlers can chew off and choke on, using common baby-proofing or kid-proofing products, screening the materials that kids may bring from home, and so on.

Daycare space planning should be educational and encourage childhood development

Educational spaces will have:

- Enough toys and tools for all children to play and learn without tension.
- Learning materials that encourage multiple areas of intelligence, such as reading, math, music, art and more.
- Equipment for developing fine and gross motor skills (opportunities to climb, as well as to be artful).
- Opportunities for practicing and learning social skills with other peers, while also balancing the need for independence.
- Access to the outdoors and nature.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. How should the space of the Pre-School be designed?
   ………………………………………………………………………
   ……………………………………………………………………...
6. What are the safety and cleanliness measures to be followed in Daycare?
   ………………………………………………………………………
   ………………………………………………………………………

2.11 SCHOOL GARDEN

Gardens are a great way to integrate social and academic learning into a practical life, every day activity. Pre-school gardening engages children by providing an interactive environment to observe, discover, experiment, nurture and learn. School and child care gardens are living laboratories where interdisciplinary lessons are drawn from real life

experiences, encouraging children to become active participants in the learning process.

School gardens are a wonderful way to use the schoolyard as a classroom, reconnect students with the natural world and the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate with several subjects, such as math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility.

2.11.1 BENEFITS OF SCHOOL GARDENS

- Students learn focus and patience, cooperation, teamwork and social skills.
- They gain self-confidence and a sense of "capableness" along with new skills and knowledge in food growing — soon-to-be-vital for the 21st century.
- Garden -based teaching addresses different learning styles and intelligences; our non-readers can blossom in the garden.
- Achievement scores improve because learning is more relevant and hands-on.
- Students become more fit and healthy as they spend more time active in the outdoors and start choosing healthy foods over junk food.
- School yard is diversified and beautified.

Sensory Development

Gardening engages all sorts of senses and helps children to develop and recognise them without even realising. They can feel the texture of soil, seeds, flower and petals. They get to smell all the amazing flower scents and see all the colourful petals.

It also helps develop hand-eye coordination and builds physical strength. Gardening is quite physical and requires the body to work hard digging, carrying, lifting, sieving, watering etc.

As children garden, they develop important motor skills that will help them improve their academic skills such as writing, cutting and typing.

Encourages Healthy Eating

It's a well-known fact that if you engage children in growing their own vegetables, they gain a keen interest in eating them too.

It can sometimes be a real struggle to get children to eat healthy foods and enjoy them. Growing vegetables not only teaches them the hard work that it takes to grow them, but they get a sense of achievement knowing they are eating food they have grown themselves.

It's not just the process of growing them, but learning about all the different fruits and vegetables they can grow, when is best to grow certain ones, and the process when it's time to harvest.

It's good to teach children about the preparation of food too, from harvest to cooking. There are so many valuable lessons they can learn which all help towards encouraging healthier lifestyles moving through their lives.

Teaches Responsibility & Patience

Growing any sort of plant or vegetable from the seedling or bulb stage requires daily attention and care. Children will quickly learn they get out what they put in. If the plants aren't regularly watered and taken care of, they won't flourish.

Gardening is a great way to teach responsibility, but, it is no overnight process. Children will need to learn to be patient when waiting for their flowers and vegetables to grow.

They will also need to remain engaged in the process and keep looking after their flowers even when there are no clear results. The anticipation will make the moment their flower or vegetables sprout, even more exciting.

Helps with Educational Topics

Gardening helps with a wide range of topics that are a part of everyday national curriculum. The wider topics include seasons, weather, life cycles, animals and mini beasts. These are topics that children learn about from nursery right through their school lives.

It also helps develop numeracy and literacy skills. Measuring and counting are mathematical concepts which are involved with gardening. Reading instructions on how to complete tasks or the name of different seeds help develop literacy skills.

Counting seeds and petals, and describing colours and shapes of plants also help towards developing these skills.

Develops Social Skills

Especially in schools, gardening can be a very sociable activity. Children can learn to work together and will enjoy discussing different types of flower, and process they have carried out to plant their seeds. The anticipation of waiting for whose flower will shoot through the soil first will encourage children to interact and engage. Gardening presents wonderful opportunities for children to bond and help each other look after and nurture their flowers.

Our Indoor/Outdoor Mini Garden provides a space for children to grow their own seeds and look after plants. It can be used in conjunction

with the School Planter, which is ideal to transfer seedlings to for continued growth and care.

The outdoor wooden sandpit can also be used as a planter. With four separate sections, its perfect for growing different seeds in different sections. Ideal for use in schools, pre-schools and nurseries, it allows you to dedicate a section to one group of children to work together. The high-quality frame of this sand pit makes it durable, sturdy and boasts enough room for outdoor group play.

2.12 PLAY GROUND

When kids have the opportunity to go out and get some fresh air, they are also developing important life skills along the way. The school playground allows them to climb, jump, swing, and slide. All of these movements are important building blocks of the gross motor skills that they will constantly need to use throughout their lives.

Playgrounds benefit children’s physical health, but also play an important role in their psychosocial development. During playtime, children are spending time together, and this is a crucial time in which they will learn how to interact with each other. Pre-school is an important time of life in terms of many aspects of development, particularly socially. On the playground, children learn how to take turns with one another and practice self-control as they wait; they can play together and work collaboratively; and they can bond through conversation and imaginative play.

Playgrounds offer the perfect environment in which children can develop confidence and self-esteem. Playgrounds give children the opportunity to conquer their fears as they try new things and accomplish them. Even if they are not engaging with more physically challenging equipment, play in general benefits children with their self-esteem. Playgrounds offer an arena in which they can explore the world through imagination, trying on different emotions and learning about all the possibilities of life. As Albert Einstein said, “Play is the highest form of research.” If play is research, playgrounds are a lab in which children conduct life experiments.

By engaging their motor skills and providing them with a variety of sensory experiences, playgrounds give children what they need to maximize their brain development. The first six years of life are arguably the most important for brain development, and by allowing children to practice their motor and sensory skills on playground equipment, it allows their brains to form more and stronger neural connections, promoting optimal mental development.

Playgrounds are important for children’s physical, mental, and social development, but it is also the arena in which they develop their

moral character. Most people don't consider this, but the playground is where children first learn about what is fair and what is not. They learn how to take turns, share, and show respect to one another. On the playground, children learn how to treat other people, making it important to help them develop ethics.

2.12.1 DEVELOPMENTAL BENEFITS OF PLAY GROUNDS

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- Playgrounds get children into action so they can grow physically. Play equipment can encourage children to be more active, building their muscle groups and fine motor skills in the process. Swings, slides, climbers and other types of equipment encourage children to develop their balance, speed, agility and coordination. Getting kids in the habit of exercise and making it a fun activity can help encourage kids to stay active throughout their lives.
- Playgrounds encourage children to build social skills. When children meet others on the playground, they learn to get along, agree on rules and resolve conflict – all of which are necessary when building social skills. Children can overcome shyness when they play together on playground equipment, and they can learn fundamentals about sharing and friendship. Additionally, playgrounds can be more diverse places than a child's classroom, since they invite children of all different ages and backgrounds to play together.
- Playgrounds help with cognitive development. Playtime helps children learn to problem-solve and to think creatively, which helps with cognitive development. For example, as children figure out different ways to get over a climber or to cross a balance beam, they are working on their cognitive skills. In addition, some playgrounds have activity panels that help children explore numbers, letters, shapes and other educational concepts they've been exposed to in the classroom.
- Playgrounds help children build sensory activity. Unlike many other types of play, playgrounds encourage children to explore with all senses. Children can have fun with movement on the swings or can enjoy the texture of a climber. They can explore the bright colors of an activity panel and use music-making equipment to play with sound.
- Playgrounds encourage healthy emotional development. Children who get to romp around a playground get physical exercise, which can help them deal with stress and boredom and serve as a healthy means of dealing with emotions. When children are upset, for

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example, they may find the physical activity and distraction of play can help.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

7. List the benefits of a school garden.

………………………………………………………………………
……………………………………………………………………

8. What are the development benefits of a playground?

………………………………………………………………………
……………………………………………………………………

2.13 LET US SUM UP

This unit provides a clear picture of how a Pre-School should be set-up, the criteria that has to be kept in mind for the safety building, space, playground, cleanliness, etc. It highlights the benefits of the playground and also tells the importance of a school garden of how it develops sensory skills and healthy eating. This unit provides an insight into the importance of how the overall infrastructure of a Pre-School should be.

2.14 UNIT-END ACTIVITIES

1. Explain the essentials of a good building.
2. What is Ventilation?
3. Briefly describe light arrangement.
4. Write an essay on
   a) School Garden
   b) Play Ground

2.15 ANSWERS TO CHECK YOUR PROGRESS

1. A pre-school should have an environment that is calm, engaging and responsive to each individual child at all stages of his or her development. An important element which is counted among the quality of a pre-school is the infrastructure. While building a pre-school classroom, some important safety features should also be incorporated to child-proof it. Among other features that need to be considered while developing infrastructure for a pre-school include fixing all electrical points higher so that they are out of the reach of children and covering gaps in the railings of balconies so that kids

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do not slip through. Also, fire safety measures should be adequate so that kids can be quickly evicted if disaster strikes.

2. SCHOOL SITE SELECTION CRITERIA

   Safety (these factors should be considered)
   Location
   Topography/Soils
   Size and Shape
   Accessibility
   Utilities
   Cost
   Public Acceptance (Board only)

3. Effective ventilation is extremely important in providing good indoor air quality especially to ensure effective ventilation in schools. Many studies have proven that well ventilated clean air can lead to better student performance by maintaining student alertness and maintaining health. Whether sufficient Natural ventilation or Mechanical ventilation, the level of Carbon Dioxide should be monitored to not exceed the recommended level of 5000 parts per million (ppm) in a teaching day. The level can be reduced throughout the day by introducing fresh air to the room.
4. The school ambience should be calm, spacious with good amenities and utilities in a visually appealing landscape.
5. Daycare spaces may all seem like typical child environmental spaces – colours, small furniture and toys are common elements. However, a profession exists that delves into the effectiveness of child play spaces – both indoor and outdoor. Decisions on daycare space design are not made arbitrarily. Consideration is put into layout, safety, beauty, acoustics, educational effectiveness and more. A daycare space design that is meant for babies and toddlers might have brain-stimulating environments that encourage sensory development, pattern recognition and safe mobility on a level surface. Things like scissors and ropes, used amongst older kids, should not be available in a baby-centered area.
6. Safety and cleanliness often go hand-in-hand. Daycares can be made into safe environments for children in the following ways:
   - Using a floor plan that allows an early childhood educator to scan the entire room, and to find or check on students quickly.
   - Using gates, doors, and other barriers that keep strangers out and kids contained in a reasonable manner.
   - Using cleanable toys and furniture, housing cleaning products in a locked area, and performing regular cleaning routines.
   - Storing all manner of 'things' in an organized way (cubbies for jackets and shoes, designated toy bins, a separate food and sleeping area, etc.)

- Having safety be built into the classroom environment, such as with cushioned mats, easy-to-reach toys, shelves bolted to the walls, handrails on stairs and so on. The construction of the facility should also consider safety with regards to materials used (such as preparing for possible window breakages, earthquake proofing, asbestos removal, etc.)
- Using equipment suitable to the age group of the children in the classroom, as noted above. This can mean avoiding sponge-like toys that toddlers can chew off and choke on, using common baby-proofing or kid-proofing products, screening the materials that kids may bring from home, and so on.

7. **Benefits of School Gardens**
   - Students learn focus and patience, cooperation, teamwork and social skills.
   - they gain self-confidence and a sense of "capableness" along with new skills and knowledge in food growing — soon-to-be-vital for the 21st century.
   - garden-based teaching addresses different learning styles and intelligences; our non-readers can blossom in the garden.
   - achievement scores improve because learning is more relevant and hands-on.
   - students become more fit and healthy as they spend more time active in the outdoors and start choosing healthy foods over junk food.
   - schoolyard is diversified and beautified.
8. **Developmental benefits of playgrounds are:**
   - Playgrounds get children into action so they can grow physically. Play equipment can encourage children to be more active, building their muscle groups and fine motor skills in the process. Swings, slides, climbers and other types of equipment encourage children to develop their balance, speed, agility and coordination. Getting kids in the habit of exercise and making it a fun activity can help encourage kids to stay active throughout their lives.
   - Playgrounds encourage children to build social skills. When children meet others on the playground, they learn to get along, agree on rules and resolve conflict – all of which are necessary when building social skills. Children can overcome shyness when they play together on playground equipment, and they can learn fundamentals about sharing and friendship. Additionally, playgrounds can be more diverse places than a child's classroom, since they invite children of all different ages and backgrounds to play together.

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- Playgrounds help with cognitive development. Playtime helps children learn to problem-solve and to think creatively, which helps with cognitive development. For example, as children figure out different ways to get over a climber or to cross a balance beam, they are working on their cognitive skills. In addition, some playgrounds have activity panels that help children explore numbers, letters, shapes and other educational concepts they've been exposed to in the classroom.
- Playgrounds help children build sensory activity. Unlike many other types of play, playgrounds encourage children to explore with all senses. Children can have fun with movement on the swings or can enjoy the texture of a climber. They can explore the bright colors of an activity panel and use music-making equipment to play with sound.
- Playgrounds encourage healthy emotional development. Children who get to romp around a playground get physical exercise, which can help them deal with stress and boredom and serve as a healthy means of dealing with emotions. When children are upset, for example, they may find the physical activity and distraction of play can help.

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UNIT 3 - ADDITIONAL AREAS FOR CHILDREN

Structure

3.1 INTRODUCTION

A pre-school, also known as nursery school, pre-primary school, playschool or kindergarten, is an educational establishment or learning space offering early childhood education to children before they begin compulsory education at primary school. Apart from the usual space an additional area for other things is becoming a necessity and it depends upon the school – as it may be a science club, a literary centre or library, a napping or sensory skills corner, etc. This additional area is highly desirable by the children as they need more space to move around. Moreover santition and safe water is very necessary for the children to avoid falling sick or getting infections.

This unit deals with such additional space, safe water, sanitation which is the most basic areas of children.

3.2 OBJECTIVES

After going through the unit you will be able to;

- Define sanitation
- Understand about the additional space
- Identify how safe water is necessary
- Acquire a clear perspective of the areas
- Know more about the feeding, dining and napping areas

3.3 ADDITIONAL AREAS FOR CHILDREN

3.3.1 Children's lockers or cubbies

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Each child should have his own cupboard or space for storing personal belongings helps children on emphasizing personal possessions and helps in caring for their belongings and reduced the danger of spreading contagious diseases. This should not be in the Entry, Exit area, Need not have a door, Name not have a door, Name tags or symbols could be used to identify the child's cubbies.

Infants changing areas and children's Rest room. This area should be separate from the kitchen and feeding areas. There should be a sink nearby to wash hands. A closed closet is necessary for storage. A mirror could be on the wall above the table with displays on the wall or suspended from the ceiling.

The toilet or wash room should have 2 doors one off the activity room and one into the outdoor area. 5Sq.ft/child is required for each child. Unlocked, low partitions between and in front of toilets provide this feature and permits easy supervision. The room should be cheerful, with sunlight, bright coloured walls. The number of toilets can be 1:0 or 1:8 1:5 children. The toilet seats should be between 10 & 13" from the floor. Portable potties too could be provided.

The wash basins should be adjacent to but outside of toilet areas and placed near the door. The ratio is 1:0 or 1:8 children. Bowl heights should vary between one and on- half to 2 feet. Mirrors preferably of safety glass should be placed at child's height. Hooks or racks should be provided to hang towels.

3.3.2 Feeding and Dining area

The feeding are for infants and toddlers should be equipped with feeding chairs and some toddler sized tables and chairs. The area should be near the kitchen with a half door. Pictures on the walls and soft music add to the feeding area. A kitchen needs a stove, refrigerator, sink , work counter and storage units. The dining area should be bright, cheerful and airy with screens on the windows. All the materials should be scrutable and resistant to water damage.

3.3.3 Napping Area

There should be separate cribs for each child. This should be adjacent to the play room. The room should be cozy with carpeting

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shaded windows and rocking chairs. A fan increases air circulation and masks outside noises. Soft music is also desirable.

For older children the nap room could be in the activity room itself by placing stacked cots or mattresses around the room. These have to be stored in a separate space and not in the activity room itself.

3.3.4 Isolation Area

Isolation area for sick and hurt children is necessary. It should contain a cot and a small play space and cheerfully decorated room.

3.3.5 Highly Desirable Characteristics of Play Room

Each group should have its own play or activity room. The physical characteristics of this room affect the behaviours of both children and the staff. Sufficient well organized sound- absorbing space contributes to happy, involved behavior and pleasant, supportive co-operative interactions among children and staff.

Children's play & routines call for movement and sound and include the use of water, sand wet sticky and spillable materials, The play and maintenance functions must both be considered in the choice and location of types of floor and wall surfaces. Washable, durable flooring is needed, both hard surface and carpeting for sound proofing materials with extensive display area at the child's eye level. There should be an opportunity for variety and flexibility of spatial organization; like moveable shelving of reasonable size and weight to be handled by staff; platforms; moveable sections of carpeting of varied shapes and size, and display surfaces on screens or backs of large equipment. Built in areas of carpeting, shelving and display tend to limit the potential for reorganization.

A well designed playroom presents as appearance that is aesthetically pleasing, colourful and warm. The room entrance should have an appearance of openness, inviting parents, children and visitors to enter and be welcome. Adequate artificial lighting along with sources of natural light, preferably windows at the child's eye level, are important.

Bright primary colours and a variety of textures, surfaces, levels and line should combine to create visual complexity, provide a range of perspectives for children, and enhance the potential for gross motor activity. Difference textures and surface permit flexibility and offer a range of sensor experiences for children.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

1. What is meant by additional space?

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   ………………………………………………………………

2. What are different areas in the pre-school?

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3.4 SAFE WATER

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Water is essential for life. An adequate, safe and accessible water supply must be available to all people, and improving access to safe drinking water can result in tangible benefits to health. Water is one of the factors which contribute to the transmission of many diseases. In this study session, you will learn and understand about the public health importance of water, the water (hydrological) cycle, the basic requirements for a safe, adequate and accessible drinking water supply, and the obstacles to safe water provision.

It is well known that safe water and adequate sanitation are the bases for a sustainable solution to the threat of water-related diseases. A high incidence of intestinal diseases associated with lack of safe drinking water and inappropriate means of excreta disposal is a typical picture, especially among school children in many developing countries of the world. Provision of safe drinking water and basic sanitation, coupled with adequate personal hygiene behaviour, can prevent viral diseases such as hepatitis A, bacterial diseases such as cholera and typhoid, and worm infections such as roundworm, whipworm, hookworm, schistosomiasis and other flukes.

Optimal Standards for Safe Water Supply at School

Sources of water for drinking fall into three broad categories: 1) groundwater (dug wells, boreholes and springs); 2) rainwater collection; and 3) surface water (rivers, streams, lakes and small dams). Groundwater sources are often of good quality and may simply require protection (such as a well cover or spring protection box) and disinfection. Rainwater collection is most commonly used at household level, but can also be used at school to provide supplementary drinking water provided there is sufficient space for a storage tank and the system is properly maintained (e.g. regular cleaning of the water collection area). On the other hand, surface water sources, such as rivers, streams, ponds and lakes, are normally open to contamination and require extensive treatment before being used for drinking.

Water Quantity

The expected demand for safe water will vary considerably between countries depending on cultural hygiene-related habits and the type of water, sanitation and cooking amenities. As a general indication, the consumption of water under ideal conditions can reach 60 litres per day per student in day schools that have flushing toilets and cooking facilities. The following are optimal requirements for water supply facilities at schools:

- Hand washing basins: 1 per 50-100 students
- Showers: 1 per 20 students

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Water Quality

Water quality is determined on the basis of an indicator of faecal contamination, namely the concentration of Escherichia coli (E. coli) iii . The level of free residual chlorine at the point of water delivery is another indicator. Free residual chlorine should be kept at 0.2- 0.5 mg/litre to reduce the risk of microbial regrowth. The detection of chlorine in this concentration range provides an indication of the absence of contamination.

Minimal Acceptable Standards

While bearing in mind that action should be taken to ensure that the above optimal standards are met, the following are the minimal acceptable standards.

Water Quantity

Everyone requires about two litres of water a day for basic physiological needs.

Water Quality Water can be freed of pathogens (disease-causing microorganisms) by bringing it to a vigorous boil for 1 minute. Boiling, however, has the following main disadvantages: • fuel is required (about 1 kilogram of wood is needed to boil one litre of water); • water can be contaminated again when it has cooled. Chlorine is a very effective disinfectant. Water can be chlorinated at the school level (Simple Technology for Filtering and Disinfecting Water at School). About 4 grams of active chlorine are required for disinfecting one cubic meter (1000 litres) of water.

Turbidity (cloudiness) can be caused by silt, sand or mud as well as by some microorganisms. Turbid water should be filtered before it is chlorinated. There are various types of filters that not only reduce turbidity but also inactivate most pathogens present in the water. Where "commercial candle filters" are not available in the market, household filters can be prepared.

If the water is stored, it is extremely important to protect it from contamination. The containers used for storing water should be kept clean and rinsed regularly with boiling water or washed out with a bleach solution (one part liquid bleach to five parts of water). After washing with a bleach solution, the surfaces should be rinsed with safe water. Cleaning and disinfecting of tanks should be carried out at least once every six months. The containers should be provided with a tap and a cover to prevent insects, dust and other possible contaminants from entering.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. Why is safe water necessary for children?
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……………………………………………………………..
4. What are the optimal standards for safe water supply at school?
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3.5 SANITATION

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High priority should be given to observing the principles of sanitary waste disposal. Human excreta always contain large numbers of microorganisms, some of which may cause diarrhoeal diseases such as cholera, typhoid and hepatitis A. When people defecate in the open air, there are numerous ways through which these microorganisms can get into food and water. Once in food, their numbers can increase rapidly in a few hours.

During the rainy season, excreta may be washed away by rain-water and can run into wells and streams. The microorganisms in the excreta will then be carried into water, which may be used for drinking or cooking.
Disposing of excreta safely, isolating it from flies and other insects, and preventing faecal contamination of water supplies would greatly reduce the spread of disease.

Lack of good sanitation may lead to contamination of clean water sources and food.

In many cultures, it is believed that children's faeces are harmless and do not cause disease. This is not true. A child's faeces contain as many germs as an adult's, and it is very important to collect and dispose of children's faeces quickly and safely.

Appropriate facilities for excreta disposal at primary schools is a basic need.

In the absence of such facilities, there is a high risk of occurrence of diarrhoeal diseases through contamination of water and food. As part of the normal school curriculum, children should be taught how to use excreta disposal facilities, about the dangers of defecating on the ground and about the importance of thorough hand-washing with soap or ash after any contact with excreta.

Optimal Standards for Sanitation at School

Excreta disposal facilities in schools need to be sufficient for the number of students and staff members. Separate blocks for male and female students should be provided. Separate facilities are also commonly built for male and female staff. Sanitary urinals for boys should be provided separately, be independent of the toilet seats, and be designed for more intensive use. Washing facilities should be available at these places.
There are a number of key points to be addressed when planning sanitation at schools.

- Hand washing basins with clean water and soap must be provided in each toilet block.
- Toilet facilities should be cleaned with soap or disinfectant at the end of every day. Cleaning duties can be the responsibility of the

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students, operating on a rotation basis. If this is done, then a member of staff should supervise the students to ensure that the toilets are cleaned properly and the students wash their hands properly when they are finished.

- Refuse must be disposed of safely. Bins with well-fitting lids or sacks are the most appropriate containers to prevent flies and vermin from being attracted to refuse. Refuse must be removed regularly and disposed of safely.

There are many different types of excreta disposal facilities. The needs of the users and the resources available should be carefully considered to ensure that the most appropriate type of sanitation is selected. These facilities can range from ventilated improved pit (VIP) latrines to modern flushing toilets (where sewerage systems are available).

Schools can be instrumental in promoting different types of sanitation. Students can be involved in the design and implementation of sanitation construction projects. They can also take part in health education by designing posters and notices to reinforce hygiene education messages. Hygiene education should be part of the school's comprehensive health education programme in order to ensure that all students are aware of the risks of poor sanitation and hygiene, and to help them develop good hygiene practices.

Minimal Acceptable Standards

If there is no municipal sewage system, and if the installation of a local wastewater system is not possible, pit-type latrines are a suitable option. Open defecation fields should not be adopted as a means of excreta disposal.

The simple pit latrine is the cheapest and most basic form of improved sanitation, but has the disadvantage of producing unpleasant odours and allowing flies to breed easily.

It is fundamental that schools are provided with appropriate excreta disposal facilities. It is very frustrating to children and teachers to study hygiene behaviour as part of the school curriculum but be unable to use appropriate excreta disposal facilities.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. Why is sanitation necessary?
………………………………………………………………………
………………………………………………………..
6. What are the minimal acceptable standards for sanitation?
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3.6 LET US SUM UP

This unit provides the necessary background for the additional space required for children in the school. The additional space needed is clearly explained in the unit. The need of safe water and why it should be safe is also expressed with great clarity. Sanitation and its requirements is also explained clearly. The need of all of these and why it should be followed is also given.

3.7 UNIT-END ACTIVITIES

1. Explain why additional space is required for children?
2. What are the highly desirable characteristics of a play room?
3. How is water quality determined?
4. Explain briefly sanitation.

3.8 ANSWERS TO CHECK YOUR PROGRESS

1. The children need more space to move around and do as they wish. The space provided to have some extra working cum playing cum resting cum activity areas is called additional space.
2. Infants changing areas and children's Rest room, Feeding and Dining area, Napping area, Isolation area.
3. It is well known that safe water is the basis for a sustainable solution to the threat of water-related diseases. A high incidence of intestinal diseases associated with lack of safe drinking water and inappropriate means of excreta disposal is a typical picture, especially among school children in many developing countries of the world. Provision of safe drinking water and basic sanitation, coupled with adequate personal hygiene behaviour, can prevent viral diseases such as hepatitis A, bacterial diseases such as cholera and typhoid, and worm infections such as roundworm, whipworm, hookworm, schistosomiasis and other flukes.
4. Optimal Standards for Safe Water Supply at School: Sources of water for drinking fall into three broad categories: 1) groundwater (dug wells, boreholes and springs); 2) rainwater collection; and 3) surface water (rivers, streams, lakes and small dams). Groundwater sources are often of good quality and may simply require protection (such as a well cover or spring protection box) and disinfection. Rainwater collection is most commonly used at household level, but can also be used at school to provide supplementary drinking water provided there is sufficient space for a storage tank and the

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system is properly maintained (e.g. regular cleaning of the water collection area). On the other hand, surface water sources, such as rivers, streams, ponds and lakes, are normally open to contamination and require extensive treatment before being used for drinking.

5. High priority should be given to observing the principles of sanitary waste disposal. Human excreta always contain large numbers of microorganisms, some of which may cause diarrhoeal diseases such as cholera, typhoid and hepatitis A. Lack of good sanitation may lead to contamination of clean water sources and food. Lack of good sanitation may lead to contamination of clean water sources and food.
6. If there is no municipal sewage system, and if the installation of a local wastewater system is not possible, pit-type latrines are a suitable option. Open defecation fields should not be adopted as a means of excreta disposal. The simple pit latrine is the cheapest and most basic form of improved sanitation, but has the disadvantage of producing unpleasant odours and allowing flies to breed easily.It is fundamental that schools are provided with appropriate excreta disposal facilities. It is very frustrating to children and teachers to study hygiene behaviour as part of the school curriculum but be unable to use appropriate excreta disposal facilities.

3.9SUGGESTED READINGS

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UNIT 4 - SETTING UP AND RUNNING A CHILD CARE CENTRE

NOTES

Structure

4.1 INTRODUCTION

Child care and education go hand in hand. The nature of child care and education should be recognized by programme planning and implementation as they remain integrated and they should not be treated as separate services. Early childhood involves many things like quality standards, parental involvement, staff-child ratio, health, safety, etc. A well-resourced classroom and an effective teacher are also required as early childhood educators play a vital role in the child's life as well as education. The development of brain in a child is influenced by the environment the child is exposed to in its early years and not only by the health care support that the child receives.

4.2 OBJECTIVES

After going through the unit you will be able to;

- Identify what ECCE is about.
- Know the importance of Guiding Principles for Programme Planning.
- Acquire a clear perspective of how to set up an Early Years classroom.
- Understand the rules and regulations for running a crèche in India.

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4.3 EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development.

Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning.

Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The National Curriculum Framework acknowledges the significance of involvement of parents, family and community.

The National Early Childhood Care and Education (ECCE) Curriculum Framework for all children below six years of age is aligned with the Government's vision of ECCE as spelt out in the National Early Childhood Care and Education (ECCE) Policy. The National ECCE Curriculum Framework is informed by the Position Paper on ECCE (National Curriculum Framework, NCERT, 2005) and the curriculum detailed there under.

The purpose of this framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. The framework is intended to be a guiding document for ECCE service providers across all regions. It wishes to support to early years professionals, service providers, ECCE teachers/caregivers, communities and state governments in providing rich early stimulation and learning experiences for children from birth to pre-primary years. This document may also be of interest to families of young children too.

4.3.1 GROWING UP IN INDIA

India has a tradition of valuing the early years of a child's life, and a rich heritage of cultural practices for stimulating development and inculcating "sanskaras" or basic values and social skills in children. In the past this was delivered primarily within joint families, through traditional child caring practices which were commonly shared and passed on from one generation to another. However, there have been changes in the family as well as social context in the last few decades.

Families and communities represent vast geographic, social, cultural, linguistic, and economic diversity within the country. Children

also differ in their physical, emotional, social, and cognitive capacities. Urban and rural communities offer different types of opportunities and face distinct challenges in providing good quality early care and learning experiences to children. Socio-economic status as well as social and cultural diversity characterize the nature of family life and the context for growing up in India.

Each child requires a safe and nurturing environment to develop optimally. Children with special needs and their families need assistance and information regarding prognosis and early intervention in order to support optimal development of children. Other families may also, face stresses that can compromise their ability to support their children's early learning and need support services to assist families in their critical role as primary caregivers.

Discrimination and inequities based on gender, social identity, disability and other exclusionary factors is prevalent in the society that adds to the above problem. The issues need to be addressed proactively to ensure universal access to integrated services towards fulfilment of right to free, universal pre-primary education. Regardless of income, social status, geographic isolation, and other potential barriers, all children deserve and have a right to inclusive and equitable opportunities to build on their unique strengths.

In recent times many children are receiving early education and care outside the home in child care centres, pre-school programmes, and other community-based early learning settings. Whether children receive early education and care in the home or the community, it is important that their early learning experiences draw on the unique strengths of their relationships with their families. The diversity in social contexts and family structures needs to be appropriately addressed in order to bring balanced parenting, including inputs from fathers, mothers and other caregivers in the family through enabling provisions in programmes. Strengthening capabilities of families, communities and services to ensure quality care and education for children in the early years is therefore a priority for India.

Thus, Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning, and has lasting impact on early childhood development. It is imperative to accord priority attention to ECCE and invest in it since it is the most cost effective way to break the intergenerational cycle of multiple disadvantages and remove inequity. Investing in ECCE will undoubtedly lead to long term social and economic benefits.

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4.3.2 VISION FOR AN INDIAN CHILD

The National ECCE Policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities for laying foundation and attaining full potential.

The vision for an Indian child reflects our beliefs about children and childhood and what is possible and desirable for human life at the individual and societal levels. While putting forward a shared image of a child, full of potential, it is accepted that children differ in their strengths and capabilities, there is diversity in views about childhood and children, and that not all children have the same opportunities to develop their potential. However, a strong image of the child can motivate people to promote children's individual strengths, and to address conditions in children's environments that constrain opportunities to engage fully in early learning. This curriculum framework supports the creation of a shared image of an Indian child that can guide our efforts to promote early learning at the local, state and national levels.

It views children as happy, healthy and confident; each child with unique identity, grounded in their individual strengths and capacities; and with respect for their unique social, linguistic, and cultural heritage and diversity. As children grow and learn, they explore, enquire, make discoveries and apply their understanding to become self regulated lifelong learners. Furthermore, they are sensitive to diversity, communicative, caring and creative in their relationship with people and environment.

4.3.3 RATIONALE FOR ECCE

The first six years of life are critical since the rate of development in these years is more rapid than at any other stage of development. Research in neuro-science confirms the importance of the early years in a child's life particularly since 90% of brain development has already taken place by the time a child is six years of age. Research also indicates that the development of brain is influenced not only by health, nutrition and quality of care but also the quality of psycho-social environment the child is exposed to in these early years.

A psycho-socially deficit environment or emotional neglect can lead to negative consequences for a child's development, which may even be irreversible. This places a very large percentage of children from poorer or marginalised families, 'at risk', in terms of their life chances and opportunities. Supportive ECCE services enable to bridge the gap that can lead to more positive long-term outcomes for individuals and society than later interventions.

Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation years of lifelong learning. Therefore, it becomes important to provide a framework for planning for each sub-stage within the early childhood continuum up to the age of six years.

A good learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development particularly in these sensitive periods. Early intervention is of particular significance for children with developmental delays, infants with disabilities and children growing up in impoverished environments, by counteracting biological and environmental disadvantage, since plasticity in the brain allows circuits in the brain to organise and reorganise, in response to early stimulation.

4.3.4 OBJECTIVES OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

The aim of Early Childhood Care and Education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the ECCE centres is important for the well being of the child and in achieving the following objectives.

Broad objectives of the Early Childhood Care and Education programme are to:

- Ensure each child is valued, respected, feels safe and secure and develops a positive self concept.
- Enable a sound foundation for physical and motor development of each child as per each child's potential.
- Imbibe good nutrition routines, health habits, hygiene practices and self help skills.
- Enable children for effective communication and foster both receptive and expressive language.
- Promote development and integration of the senses.
- Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment.
- Enhance development of pro-social skills, social competence and emotional well being.
- Develop sense of aesthetic appreciation and stimulate creative learning processes.

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- Imbibe culturally and developmentally appropriate behaviour and core human values of respect and love for fellow human beings.
- Enable a smooth transition from home to ECCE centre to formal schooling.
- Enhance scope for overall personality development.

Check Your Progress
Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. What is ECCE? State the importance of ECCE.

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……………………………………………………………………………

2. Write the objectives of ECCE.

……………………………………………………………………………
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4.4 GUIDING PRINCIPLES FOR PROGRAMME PLANNING IN EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Programme planning is a vital sector in diverse **Early Childhood Care and Education (ECCE)** service to provide quality education and care for young children. There are many ways we could plan things.

Planning in **Early Childhood Care and Education (ECCE)** cycle has no beginning and no end; it is a continued cycle day after day, week after week and year after year. Play is basic element to learn and develop in child's life. The purpose of programme planning is to improve the ways that we work with children in the diverse early childhood areas. To plan is to set goals and provide quality programmes to help children to learn.

Principles of Early Learning and Development and its Implications for Practice

The principles and practices relevant for learning and development in the early years are based on the insights and observations of thinkers and evidences from researches. Each of the principle elaborates specific ideas and at the same time they are all interconnected like the domains of development. The practical implications for each of the principle will also be influenced by the culture and individual prerequisites.

Development and learning takes place in all domains, development in one domain influences the other domain: Children are thinking, feeling and interacting human beings and it is important to

address all domains for their development. Changes or development in one domain facilitates or hinders the development of another domain.

Children's development and learning follows a sequence in which later acquired abilities (skills and concepts) build upon what children already know and apply. In the first few years of life the growth, change and development mostly follow a predictable pattern; however the way these changes are demonstrated varies in different context and culture. Knowledge of known sequence of development enables in developing early stimulation activities and curricular planning for children.

Child Development and Learning are characterized by individual variation: While learning and development follows a predictable pattern there may be individual variation in the normative course of development as well as uniqueness of each child as an individual. No two children, even within the same family are the same. Each child has an individual pattern and timing of growth and development as well as individual styles of learning. Each individual child has his/her own strengths.

Children develop holistically and benefit from experiential learning: This simply means that children learn best through active exploration using the senses such as touch, taste, smell and manipulation to build perceptual skills. Children should be actively interested and engaged in their learning with a high sense of motivation and positive disposition to explore and build skills across various domains.

Learning begins from birth: From birth onwards children are mentally and physically active. They learn through all their senses and stimulations. Early care and stimulations whether positive or negative have a cumulative impact on children's development. Since care and early stimulation promotes brain development and leads to the forming neural connections, it is imperative that children are provided with optimal stimulation in the early years and prevent cumulative deficit in the long run.

Development and learning result from a continuous interaction of biological maturation and experience. A child has genetic endowments which may predict healthy growth, but inadequate nutrition in the early years of life will keep this potential from being fulfilled. On the other hand if the child is suffering from an inherent condition, then the detrimental impact learning and development can be minimized through systematic, individualized intervention. With this perspective in mind, it is important for early childhood educators to maintain high expectations and employ all their knowledge, ingenuity, and persistence to find ways to help every child succeed.

There are critical periods in development: Research evidences reveal that some aspects of development occur most efficiently at certain points in the life span. For example the optimal period for oral language

development in children is in the first three years of life, peer social skills are developed effectively during 3-5 years of life etc. Thus it is important to use these "windows of opportunity" and ensure that the children get the needed environmental inputs and supports for a particular kind of learning and development at its "prime time" for desired outcomes.

Children's learning reflects a recurring spiral that begins in awareness, and moves to exploration, to inquiry, and finally, to application: Any new learning by children begins with awareness, which is generated from their experiences with objects, events, or people and ends with utilization, where children are able to use what they have learnt for multiple purposes and apply their learning to new situations. At this stage children start exploring the next level of information and the spiral continues. Children with disabilities show a great degree of individual variations and the curriculum should make suitable adaptations to ensure that children are provided developmentally appropriate materials and experiences.

Children learn and develop in a stimulating/nurturing/supportive/protective environment: During the early years of life, children move from sensory or behavioural responses to symbolic or representational knowledge. They learn within a social context and from meaningful interactions with other children, adults and materials around them. Throughout the early years, adults must provide a nurturing environment and play significant roles in helping children learn to develop empathy and cooperation, cultural socialization and self-regulation, language acquisition and communication, peer relationships, self concept and identity formations.

Development and learning is largely influenced by the social and cultural context of the children. Development and learning of children happens hand in hand and it largely depends on the influence of the child's family, immediate environment, the community and at a broader level the society. Every culture has its own norms, structures and behaviours and more so each culture has its own way of interpreting children's behaviour and development in its own way. Educators must be sensitive how their own culture has shaped their thinking and also consider the multiple environments in which different children live and how they need to be considered while making decision for children's development and learning.

Children observe what happens, talk, discuss and reflecting on their findings, stretch their imagination for possibilities, ask questions, and formulate answers. While exploring and learning young children

Children's have curiosity and desire to learn: Children are curious and have an innate desire to learn, construct their knowledge and understanding of the world, they learn as well as from teachers, family members, peers and older children, and from books and other media. To

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enable these ECCE teachers/caregivers must use multiple teaching strategies in meeting children's different learning needs.

Children learn through play: Play is central to the child's well being and development. Children's spontaneous play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Play contributes to the development of representational as well as abstract thought. Children engage in various kinds of play, such as physical play, language play, object play, pretend or dramatic play, constructive play, and games with rules. This further influences their motivation, disposition and approaches to learning. Developing positive approaches to learning goes a long way to determine later academic success in life. Adults must provide opportunities for children to explore, play and apply.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. Write any two guiding principles for programme planning of ECCE.

…………………………………………………………………………………
…………………………………………………………………………………

4. What are the development benefits of a playground?

…………………………………………………………………………………
…………………………………………………………………………………

4.5 SETTING UP AN EARLY YEARS CLASSROOM

The ECCE classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play. It should also have learning/activity 'corners', such as creative corner, book corner, game corner, so that the children can play according to their interests and choose their activity. An example of optimal utilization of classroom space which allows flexibility is given below:

- **Classroom arrangement during large group activities** (e.g. circle time): During the morning circle time, leave enough space between the children. This way the children who come late will be able to join the circle easily and participate in the activities with minimal disruption.
- **Circle time:** During this time, the children sit in a circle, along with the ECCE teacher. Circle time may be used for engaging the

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children in a discussion, reading a book or singing songs/ rhymes etc. Sitting in a circle allows all children to face each other clearly. The teacher sits on the same type of chair/ mat as the children, which conveys that the ECCE teacher is a facilitator rather than a director.

- **Classroom arrangement during small group activities:** The classroom should allow for the ECCE teacher to engage children of a particular age group in small group activities. During this time, other children can play independently in one of the four corners (free play). The children should be encouraged to choose a corner of their own interest as this will motivate them to be engaged in the learning process. Meanwhile, in the small group, the ECCE teacher can focus on facilitating activities or discussions that are somewhat challenging and need guidance from an adult. In this way, the space in the ECCE centre can be used efficiently by dividing the children into Story and picture books corner one large group and four small groups. It should be ensured that the ECCE teacher can observe all children in each of the corners from where she might be working with a group of children.
- **Free play**: It is important to give children some opportunities to engage in free play. When children have the opportunity to choose what to play with, they follow their interests and usually remain engaged in activities for long periods of time (15-20 minutes) and require minimal teacher supervision. Such opportunities help children to make simple choices, a skill that is needed for problem solving. In addition, as they remain focused in such activities for a longer duration, it helps to increase their attention span.

Learning/Activity Corners

A physical space is divided into interest areas in an ECCE setting where children can explore, make things, experiment and pursue their own interests. Separate interest areas or learning corners are established places in the classroom with resources that actively engage children and may change according to the theme/ topics. Young children learn a great deal by interacting with objects in their surroundings. They are naturally curious; they love to explore and experiment with objects and learn from such experiences.

The important learning corners that need to be set up in a pre-school classroom are: dramatic play corner, reading/ story books corner, puzzles and block corner and drawing/ painting corner. The other corners such as the creative art corner, writing corner, science corner and music corner could be included and set up on a rotation basis in the classroom.

- **Reading and story books corner**: Young children need to have the opportunity to touch, feel, and smell the books. When exposed to books, they begin to identify the front and the back of the book and

learn how to turn pages. After reading a story in the class it is helpful if the ECCE teacher leaves a copy of the book in the book corner. Thus children have the opportunity to revisit the book and take an active interest as they begin to understand what this book is about. After some exposure children begin to bond with different books, sometimes they have a "favourite book" based on their favourite story or the pictures in the book. It is essential for children to interact with books as they acquire a number of pre-literacy skills through such experiences. A variety of children's books, children's magazines and books made by children in the classroom should be in this corner. These can include large board books, picture books, local folk tales, simple story books, theme related books, comics, newspapers etc.

- **Dramatic play corner**: Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor. While this may seem to be just a child's fantasy, it is an important mechanism for children to learn. By acting out what they see in their environment, they strengthen their memory. Also, this is a way for children to solve problems and engage in perspective taking. The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc.), pretend food (vegetables or fruits made of clay), dress- up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.
- **Puzzles and block corner**: By playing with blocks, children begin to learn about shapes, sizes, and colours. They may compare the blocks, arrange them in some shapes (e.g. railway track), or create elaborate three dimensional structures. Blocks motivate children to think in creative ways as they build different kinds of structures. Moreover, sometimes children build a structure cooperatively, which requires them to communicate with each other and work as a team. This corner should have blocks of different colours, shapes and sizes. Puzzles, matching cards, lacing strings or lacing cards, threading strings and beads should also be included. Include small toys such as cars, trucks, animals, people figures and other toys that relate to children's current interests and objects from the environment.
- **Creative art corner**: Through drawing, painting and working with clay children begin to understand that real life objects and events can be represented in many ways. This fosters symbolic thinking, which is an important pre-writing skill. In addition, these activities provide opportunities to exercise fine motor muscles of the fingers and the hands, which prepare them to write. The materials in this corner can include: different types of paper, crayons, pencils,

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washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.

- **Writing corner** can provide children with opportunities to develop their early literacy skills. Children should be allowed to experiment and activities in this corner should not be directed. This corner should have materials that encourage children to explore writing such as different varieties of paper in different sizes, note books, note pads, thick pencils, stamps and stamp pads, punchers, string, envelopes, etc.
- **Science corner** need not be a permanent corner in the classroom as children learn scientific concepts and skills in other areas of the room as well. We know that young children learn best through play and investigation. This corner may be equipped with materials that focus on only one topic at a time for example ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials.
- **Music corner** should provide the children with a comfortable space to relax in. It may be equipped with a tape recorder and a variety of music including rhymes on CDs / tapes, if possible. This corner may have materials such as ribbons or scarves for the children to use to promote creative movement. This corner must also encourage children to experience and explore the sounds of different instruments, such as bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.

Points to keep in mind:

- All the materials should not be displayed at once, as this will be too overwhelming for the children. Consider changing the materials in each corner after every two weeks. Children need time to practice but if the materials are never changed they will get bored and will lose interest in the corner.
- Keep active, noisier centres (blocks and constructions) at a distance from quiet ones (reading, games and toys).
- All corners should be labelled using words and illustrations alongside and stating how many children can work there at a time by drawing stick puppets such that children can ‘read’ it.
- All containers in each corner should be labelled and similar labels should be put on the storage shelves showing children where the materials need to be stored. Once children finish working with a specific material, s/he over time and with support, can participate in cleaning up and caring for the materials.

Displays on the walls

It is essential to display children's artwork and projects on the wall. This helps children to remember the activities in which they participated and fosters their self-esteem, as they feel their work is valued. Parents also feel proud of their children and take a more active interest in their education when they see their children's work displayed in the centre. All displays should be at children's eye level.

Other pictures displayed on the walls must relate directly to the current curriculum in the classroom, such as the theme of the month. It is best to label pictures as this helps young children understand that written words can be used to represent objects, which in turn helps them to understand the purpose of reading and writing. Pictures can also include those of the children in the class or the community in which they live.

Furniture and mats

If there is furniture in the classroom, it must be child-sized, so children are comfortable sitting and working on them. It should have rounded edges and height of furniture should be such that children can sit comfortably and use their hands freely. Furniture is not essential for pre-school classrooms. Colourful mats can be used to mark the sitting area. It is important to consider the texture when selecting mats. Children must feel comfortable as they sit on the mat and focus on their tasks.

Shelves

Shelves should be low in height and hold manipulative toys, puzzles and other learning materials for children to explore. Children must have easy access to these resources. Storage shelves and/or low room dividers can be used to separate learning corners to clearly mark boundaries.

Establish 'traffic patterns' of movement for entering the room, putting belongings in a specific space, access to bathrooms and sink areas and moving from one area to another.

Grouping

An effective ECCE programme should use appropriate grouping practices. It is well known from research that a multi grade as well as mixed-age grouping is on the whole more appropriate for young children. In classroom environments, teachers have the flexibility to use grouping that ranges from individual work, to small and large group work, as well as whole class engagements to facilitate learning.

- **Individual / multi age groups and ability**: If the children in the class are more or less of a similar age, consider grouping them according to their developmental needs and abilities. Offer a range of activities for each group that caters to individual children and their educational needs.

If a class has children with different ages, consider dividing them into groups according to their ages. Let each group of children work

together. The curriculum should be planned to meet the developmental levels of each age group. Consider each child. Observe, collect and record significant data that provides you with information that highlights their strengths and needs. The next step is to plan and set goals for individual children.

- **Individual, small and large group interactions**: While planning the day and activities, make sure to balance quiet individual time with large and small group interactions. Individual time might include the choice of free play in quiet centres such as the reading, writing or the puzzle centre. Group time is often energetic and noisy. Songs, rhymes, finger plays, dramatics, science, math and physical activities can be used during group time. Group times should fit into the whole curriculum and support themes and projects. Plan opportunities for group interactions both in the indoors and outdoors settings. Balance it with active and quiet activities. A large group quiet time might include a story read aloud session. Small group interactions might include children working together in the creative centre on a collage or in construction work in the block centre.

The ECCE learning environment should be planned creatively and imaginatively. While planning specific activities, remember to include the development of the whole child. A well thought out and planned activity can involve several aspects of development.

Essential Learning and Play Material

In early childhood stage, a child learns through interacting with immediate environment hence environment should be stimulating which have a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning. Any pre-school care and education centre should have adequate and varied supply of play equipment and materials which is developmentally and age appropriate.

- Developmentally appropriate play materials to foster all round development should be available at the ECCE centre
- The materials should be safe, clean and in good conditions. Sufficient quantity should be available to work in small groups and it should be easily accessible to the child.
- The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.
- The materials and teaching strategies should be differentiated on the basis of children's needs and context. Materials which can be adapted for meeting diverse abilities and multi-purpose usage should be given preference. Strategies such as simplifying

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directions, use of concrete materials/examples, sequencing learning tasks from easy to hard, repeated opportunities to practice skills and adapting materials by increasing stability (by utilising Velcro), accessibility (e.g. developing a hand splint to hold materials,), visual clarity or distinctiveness (adding contrast or specialized lighting) etc. can be adopted.

- The materials should be differentiated on the basis of child use, teacher use and home use. Materials which can be adapted for multi-purpose usage should be given preference.
- Teachers should be encouraged to develop learning materials using resources available. Parents, local toy makers, craftsperson and other community members may be involved to create play materials for children.
- Naturally occurring materials may be adapted and used for different purposes.

Some essential learning and play materials are:

Indoor Material

- Blocks for constructive play
- Manipulative toys
- Material for imaginative play /Dramatic play material – dolls, puppet, masks, kitchen sets, mirrors, old spectacle frames, purses, old shoes, weighting scales, clock etc.
- Material to develop Language skills – Books and picture books, storing telling aid-puppet, etc; story cards, sound board, conversation cards, flash cards, picture dominoes, collection of rhymes and stories, visual discrimination and auditory and visual association, slates, chalks, crayons, blackboard, drawing paper, etc.
- Material to develop cognitive skills – sound boxes, visual discrimination cards, touch cards, feel bag, food items of varying kind to develop sensory skills and materials in the environment, cards, picture jigsaw and self correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills.
- Musical and art material for creative expression such as paints, crayons, sketches, pencil, paint brushes, cotton, threads, clay, knife, papers, scissors, cloth, gum and fevicol, bead, etc. Any open ended material that can be used by children in a variety of ways.
- Nature as learning material.
- Indigenous play materials and teacher made learning materials using available resources.

Outdoor Materials

Play equipment like climbers, swings, sports field, sports equipment, bicycles, jump ropes, balls, movable items (boxes, plastic

crates), storage shed to build balancing, jumping, climbing, swinging, swaying, cycling, etc.

Materials like large or small balls, old tyres, rings, etc. for throwing, catching, kicking, rolling, etc.

Sand and water play arrangement with sand pit, mugs, spoons, cups, bucket, sieves, strainer, etc.

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4.6 RULES AND REGULATIONS FOR RUNNING A CRECHE IN INDIA

1) The facility should be extended to children within the age group of 90 days to 10 years.
2) A minimum of 5 children in the above age group is required for a crèche to be set up.
3) The space specified per child is 6-8 sq. feet so that they have sufficient room to play, rest and study without any disturbances.
4) The ventilation should be sufficient. Bright rooms promote better physical and mental health in growing children.
5) Sanitation should be clean, hygienic and well maintained at all times.
6) The play area should be outside of the centre with more than adequate space.
7) The kitchen/cooking area for food preparation has to be away from kids to prevent any accidents.
8) The sleeping facilities should be individual based and bed linen have to be clean and washed regularly.
9) Educational as well as play material have to be made available as per the needs of the children.
10) First aid with medicines for common ailments have to be made available. Bandages, disinfectants and ointments should be well stocked.
11) The caretaker of the children should have completed the crèche training program from a recognized institution.
12) The crèche should be manned at all times by a watchman.
13) Medical examination of the children has to be conducted every 3 months and relevant records have to be maintained for scrutiny at any time.
14) The setting up of the crèche and the required financial assistance is dependent on the number of children, the area under consideration. However the company or individual setting up the crèche will have to provide all facilities as per the norms laid down and cannot expect financial support for the wages of the nurse/watchmen or civil works.

15) After a few years, depending on the demand and utilization, a request for up gradation of the crèche can be put forward for approval.
16) Items such as utensils, crockery, toys, mattresses, pillows, walkers and so on are subject to wear and tear and should be replaced once in 3 years.
17) Other white goods like refrigerator, TV, washing machine can be replaced once in 7 years.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. Write the importance of learning/activity corner.

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6. Write any two rules and regulations for running a crèche in India.

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4.7 LET US SUM UP

This unit provides the necessary background information for Guiding principles for programme planning - Setting up and running a child care center. It highlights about Growing up in India and Vision for an Indian Child. This unit brings out the features of setting up an early years classroom and also provides an insight of the rules and regulations for running a crèche in India.

4.8 UNIT-END ACTIVITIES

1. Discuss the guiding principles for programme planning.
2. Explain how an early years classroom should be set up.
3. What are the rules and regulations for running a crèche in India?

4.9 ANSWERS TO CHECK YOUR PROGRESS

1. The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children’s long term development and learning by facilitating an

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enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The National Curriculum Framework acknowledges the significance of involvement of parents, family and community.

2. Broad objectives of the Early Childhood Care and Education programme are to:
    - Ensure each child is valued, respected, feels safe and secure and develops a positive self concept.
    - Enable a sound foundation for physical and motor development of each child-as per each child's potential.
    - Imbibe good nutrition routines, health habits, hygiene practices and self help skills.
    - Enable children for effective communication and foster both receptive and expressive language.
    - Promote development and integration of the senses.
    - Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment.
    - Enhance development of pro-social skills, social competence and emotional well being.
    - Develop sense of aesthetic appreciation and stimulate creative learning processes.
    - Imbibe culturally and developmentally appropriate behaviour and core human values of respect and love for fellow human beings.
    - Enable a smooth transition from home to ECCE centre to formal schooling.
    - Enhance scope for overall personality development.
3. **Children develop holistically and benefit from experiential learning**: This simply means that children learn best through active exploration using the senses such as touch, taste, smell and manipulation to build perceptual skills. Children should be actively interested and engaged in their learning with a high sense of motivation and positive disposition to explore and build skills across various domains.

    Development and learning takes place in all domains, development in one domain influences the other domain: Children are thinking, feeling and interacting humanbeings and it is important to address all domains for their development. Changes or development in one domain facilitates or hinders the development of another domain.

4. **Children learn through play**: Play is central to the child's well being and development. Children's spontaneous play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Play contributes to the development of representational as well as abstract thought. Children engage in various kinds of play, such as physical play, language play, object play, pretend or dramatic play, constructive play, and games with rules. This further influences their motivation, disposition and approaches to learning. Developing positive approaches to learning goes a long way to determine later academic success in life. Adults must provide opportunities for children to explore, play and apply.
5. A physical space is divided into interest areas in an ECCE setting where children can explore, make things, experiment and pursue their own interests. Separate interest areas or learning corners are established places in the classroom with resources that actively engage children and may change according to the theme/ topics. Young children learn a great deal by interacting with objects in their surroundings. They are naturally curious; they love to explore and experiment with objects and learn from such experiences. The important learning corners that need to be set up in a pre-school classroom are: dramatic play corner, reading/ story books corner, puzzles and block corner and drawing/ painting corner. The other corners such as the creative art corner, writing corner, science corner and music corner could be included and set up on a rotation basis in the classroom.
6. The sleeping facilities should be individual based and bed linen have to be clean and washed regularly.
   Educational as well as play material have to be made available as per the needs of the children.

4.10 SUGGESTED READINGS

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BLOCK II: SHORT-TERM AND LONG-TERM PLANNING

UNIT 5 - PLANNING OF ACTIVITIES OF PRE-SCHOOL

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Structure

5.1 INTRODUCTION

Planning plays an important role in all walks of life. Especially Pre-school and Primary school programmes and activities have to be planned beforehand for the smooth running of the school and also for the implementation and creative enhancement of the activities on a daily basis. Planning has to done in many phases – Yearly, Monthly, Weekly and Every day. Without planning, preparation cannot be done and without preparation the whole day – the teacher's as well as the learner's will go for a waste. With careful planning, the day-to-day activities are a success always.

5.2 OBJECTIVES

After going through the unit you will be able to;

- Know what planning is.
- Understand the principles of planning a pre-school programme.
- Acquire Long & short term schedules.
- Know how to plan for a daily schedule.

5.3 PLANNING OF ACTIVITIES

Effective planning is an essential prerequisite for an ECCE programme. The following elements of planning are imperative for effective transaction in the ECCE centres.

- **Long term planning** is concerned with children's entitlement to broad and balanced curriculum addressing the long term goals of all

domains of development. It should cover the length of time that children spend in an ECCE setting. In the ECCE centre it could mean from 6 months to 6 years. Considerations need to be given to whether the planned programme covers all the essential elements of the given curriculum and how other aspects of importance to the setting are to be included. In the education of children under 6 years, all areas of development are likely to be included in their daily experiences. However, it may be that certain aspects within those areas of learning are emphasized in different ways from one term or space of time to the next.

- **Medium term planning** addresses continuity and progression from one stage in each area of learning to the next, and from one setting or class to the next, drawing on the long term goals, curriculum policies and principles and identifying skills, knowledge, and dispositions to which children will be introduced over a specific period of time. It is in this stage that the curriculum may be seen as most effectively organized by linking the different areas of learning through themes or topics.

The most effective medium term plan draws upon the progression of concepts, skills, knowledge and attitudes in each area of development. For example, once the children have begun to differentiate between the number of surfaces and corners of a triangle or rectangle what concept or understanding should be planned for next?

In developing choosing a topic/theme or an individual unit of inquiry, organized around a central idea, the following are proposed as useful criteria.

Each unit/ theme or topic may consider the following elements:

- **Engaging**: Of interest to the children, and involving them actively in their own learning.
- **Relevant**: Linked to the children's prior knowledge and experience, and current circumstances, and therefore placing learning in a context connected to the lives of the children.
- **Challenging**: Extending the prior knowledge and experience of the children to increase their competencies and understanding.

- **Significant**: Contributing to an understanding of the transdisciplinary nature of the theme or topic, and therefore to an understanding of commonality of human experiences.
- **Short term planning** is concerned with weekly/daily activities laid out with differentiation and planning for needs of the specific groups and individual children. It provides all the details of activities, experiences, resources, groupings, and teaching strategies which are identified through ongoing observations and assessment of young children. WHAT is to be taught is already in place at the

long and medium term planning stage and now is the time to make decisions about HOW these concepts, skills and attitudes are to be introduced to the children in the ways that are relevant and meaningful.

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5.4 PRINCIPLES OF PLANNING PRE-SCHOOL PROGRAMME

- A balance of quiet and active experiences.
- A balance for indoor and outdoor activities.
- A balance of small group, large group and individual learning activities.
- A balance of child-initiated and teacher-initiated activities.
- A balance of activities catering to all aspects of development / learning.
- A reasonable pace throughout the day.

Check Your Progress
Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. What are the elements that should be considered while planning?
…………………………………………………………………………………
…………………………………………………………………………………
2. What are the principles of planning pre-school programme?
…………………………………………………………………………………
…………………………………………………………………………………

5.5 FORMULATING DAILY SCHEDULES

After identifying the play activities corresponding to your short term goals, these activities should be arranged together into a daily schedule.

(1) To foster all secured development that is cognitive language physical motor and social emotions, you must see that ever a period of week, some activities have been planned for each area of development. Each activity should have an objective and a purpose. you have a ‘Check Chart’ and seen there are enough play activities for each development over the week.

(2) During the day there must be activities that allow vigorous physical activitiy like running , jumping, climbing, catching and throwing. These experiences of strenuous physical activity

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must be interspred with quiet and restful play activities. So that children regain there energy.

(3) During the day there should be some indoor and some outdoor play activity. So that there is a mix of large and small muscle activity and vigorous and quicker.
(4) There must be a balance between structured initiated by you and free play initiated by the children.
(5) During the day you must organize both group and individual activities.
(6) Over the week, carryout some activities that the children are familiar with and some that are new for them.
(7) The schedule of activities should be at a reasonable pace throughout the day.
(8) It should be flexible and open to suggestions.

Devising the Daily Schedule

- A daily plan / schedule should be prepared by all the teachers. It should provide for specific activities, work and play. These will vary for classrooms catering to different age groups. The teacher must weave the activities into the daily schedule and make it a balanced day's programme. A well-designed schedule not only provides for systematic planning, but also allows the teacher the flexibility for effective implementation of the plan. Each day's plan should include the developmental and learning objectives to be promoted.
- Although planning is done before hand, the planning should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment. For example, if the plan mentions a conversation on 'plants' but the children spot `mouse' and want, to talk about that, the teacher/worker should shift the topic at that moment to the 'mouse' itself.
- Daily scheduling allows time for the teacher to observe children and work with them individually and in groups. It is very necessary for the teacher to observe, and determine the needs and interest of the children allowing them flexibility. An example of this can be a early Science experiment in the 'Discovery Area' which may be planned for about 15 minutes, but if the children enjoy it and become more interested, then it may be extended to 30 minutes. Teachers &workers should always be nearby to give assistance and encouragement during small group activities.
- Since a child's attention span is gradually developing and varies with age, hence activities should be planned accordingly.

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- Children tend to have variations in ability to focus and need for activity or sit-down activities in the day, this should be accounted for in a day‘s schedule. E.g. Towards the end of the day, children tend to be mentally tired and find sit down work to be more challenging.
- Divide children into smaller groups according to their ages / developmental levels and give them activities by rotation. It is sometimes also useful to put one older child with younger children.

Suggestive Day’s Schedule

The day‘s routine can be planned keeping in mind the principles of programme planning based on the age, needs, interest and developmental level of the children. The teacher may select any approach and plan activities and experiences using the given activity schedule.

Activities	**Methods of Conduct**
Circle Time (Health Check Up, Attendance, Conversation, Rhymes)	Teacher Initiated Large Group Activity
Environmental awareness/ Maths Readiness	Teacher Guided Small Group Activity
Indoor Free Play in activity areas	Child Initiated Small Group Activities
Break/ snack time	
Emergent and Early literacy activities (storytelling, rhymes, conversation, dramatic/role play)	Teacher Initiated Large/Small Group activity
Creative activities	Child Initiated Small Group Activity
Outdoor Play	Child/Teacher Initiated
Good Bye Circle	Teacher Initiated Large Group Activity

5.5.1 DAILY ROUTINE

The daily routine is an order of events that shape a child’s day so that they can anticipate what will happen next. In general terms, it should consist of ‘activity blocks’. The daily schedule must meet individual needs, and therefore variations in scheduling will occur.

Daily routines should be planned in a manner such that it:

- Includes a balance of active and quiet activities.
- Provides for individual, small and whole group instruction and interactions.

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- Allows for active exploration of materials within the learning environment.
- Encourages flexibility to meet children's varying needs.
- Incorporates both indoor and outdoor activities.
- Has a balance of both child-initiated and teacher-directed opportunities.
- Has a balance of structure and flexibility.

The routine should be displayed in a location accessible to parents. It should also be posted at children's eye level and in a format the meets their developmental needs, such as a picture schedule indicating the activities for the day.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. How would you formulate daily schedules?

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4. How should daily routines be planned?

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5.5.2 COMPONENTS OF THE DAY'S ROUTINE

a. Circle Time

Circle time is a good way to initiate the day‘s activities as it helps to develop a sense of community and belongingness. During this time children sit in a circle or a semi circle, with the teacher. This seating arrangement allows all children to face each other and the teacher. Some routine activities can be done in the circle time in an interesting manner, for e.g.

- Attendance of children can be done with the help of name tags, where children are asked to identify their name cards even before they have formally learnt to read.
- The calendar activity gives a chance to talk about the day (name), date and the weather (sunny, cloudy, rainy, hot, cold) and the teacher can talk about what they are going to do in the course of the day.
- Checking of hygiene can be participatory and children-led.

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- Performing prayers can be a daily feature of the circle time. The prayer chosen should be non-religious in nature like: ―Thank you god for the world so sweet…..
- Reading a book or singing songs/ rhymes etc. should be done to give variety to the circle time and also catch the attention of the young children.

Points to remember

- Leave enough space between the children in circle to provide room for the children who come late. This will help them to join in the activities with minimal disruption.
- The teacher should also sit on the same type of chair/ mat as the child, which conveys that he/she is a facilitator.

b. Conversation

Circle time is mainly meant for the conversation including both formal or guided and informal or free in nature. Formal conversation is initiated by the teacher around a particular topic or theme whereas; the informal conversation is free of any theme where children talk about anything they want to talk. By participating in conversations children learn to listen to others, respond properly and express themselves. They learn to formulate ideas and answers.

In the initial years of pre-school provide ample amount of stimulation to the children for oral language during different activities like: circle time, free and guided play, storytelling, book reading, outdoor play, art and craft, and snack time. Therefore, choose the topics of conversations and play materials that interests the age group, those materials which have scope for manipulation and creation.

Points to remember

- The language used in the conversations should preferably be the children‘s mother tongue/home language, at least for the initial months. This will help them feel included, develop their self esteem, built their self confidence, make them adjusted and also understand the teaching learning process.
- Teachers should guide conversations in such a way as to help children explore new ways of thinking about daily life situations.
- Ask open ended questions involving why and how. Such questions help stimulate their higher order thinking.

c. Play

Play is universally regarded as child‘s way of learning. They love to play and are happy when they are given freedom to explore and experiment through play. It has been observed that play has a positive effect on development across all domains, especially socio emotional and cognitive. The pre-school curriculum, therefore, gives a great deal of emphasis on

play as a medium that provide opportunities to children to interact with the environment and with one another in order to construct knowledge. Play can be of free play and guided or structured play. Free play is initiated by children and adult supervision is minimal whereas guided play is initiated by the teacher with special learning objectives in mind.

- **Free play:**

  In free play, children get scope to explore all materials and discover their properties and then use their knowledge of materials to play imaginatively. Free play also helps children to express their emotions and reveal their inner feelings. They learn the social skills of sharing, turn taking and negotiation.

  During free play the classroom has to have some activity corners to provide children a variety of choice. The materials in the activity corners can have things like dolls, plastic fruits and vegetables, weighing scales, doctor‘s sets, props for dressing up. All these stimulate children to indulge into pretend play. There has to be other activity corners with blocks puzzles, beads, measuring cups and spoons, cubes, buttons, measuring tape, etc. that can be used to measure, sort, classify, to discover and create patterns. Another corner with books, paper, crayons, clay, etc. for creative self expression.

- **Guided play**:

  It is initiated by the teacher and can be done both indoors and outdoors. Through such play children learn to follow directions, to play collaboratively and develop skills of working together.

The teacher can plan some activities using the resources from the activity centres, or with something prepared specifically for the activity that has been planned. The teacher helps to scaffold children‘s learning by asking open-ended questions, by stimulating them to explore the materials in a new way or by commenting on the discoveries made by children. For the outdoors, teacher can organise some group games and relay races.

d. Story Telling

Children love to listen to stories as they open up a whole new world for them. Storytelling plays a significant role in facilitating language development in the early years. While listening to a story, they get introduced to new words, characters and situations. Stories, therefore, help them expand their vocabulary as well as knowledge. There are different ways of storytelling:

- Orally, without any props, but with a lot of facial expression, body language and voice modulation.
- With stick or glove puppets.

- With picture cards/ flash cards - With props (related to the story e.g while telling the story of Three little pigs‖, teacher can bring some straw, some sticks and a brick, to bring the story alive).
- Reading aloud from the story book.
- Enact the story with children and later on only by the children. During enactment, encourage children to expand or modify the story by using their imagination.

Points to remember

- At pre-school I stage, the stories should be brief and uncomplicated and have a happy ending.
- The incidents narrated in the story should be taken from the children‘s immediate surroundings- something with which they can relate.
- The language used should be simple but colorful as children love the use of repetitive language and onomatopoeic (echoic) expressions in stories.
- After reading a story in the class leaves a copy of the book in the book corner so that children get opportunity to revisit the book and the story may be initially through pictures and then narration.
- After telling a story, encourage children to re-tell it in their own words, to draw about the story and write something about it. In the initial stages, they will do pretend writing, and the actual writing will emerge over the years.
- Children love listening to their favourite stories repeatedly, they should be told again and again.

e. Outdoor Play

Children of all the stages of pre-school should be given opportunity to engage in daily outdoor play at least for 30 minutes. This activity helps them to explore the environment, play in group, interact with each other, and develop large muscle coordination. The outdoor play activities may include free choice of play like climbing or play with playground equipment, structured activities like physical movement and balance, and practical activities like gardening, digging and planting.

The play material includes climbers, swings, sports equipment, bicycles, balls, movable items (boxes, plastic crates, tyres) for balancing, jumping, climbing, swinging, swaying, cycling, etc. Materials like big or small balls, tyres, rings, etc. for throwing, catching, kicking, rolling, etc. Sand and water play facility with mugs, spoons, cups, bucket, sieves and strainer, etc.

Points to remember

- There should be an adequate space available for outdoor play and activities (as prescribed in the pre-school guidelines).

- The sand and water play area must be clean, safe and have enough material to play with.
- Ensure outdoor play material for all children. The play material must be modified for children with disability.
- Teacher must plan opportunities for group interactions during outdoor play.
- Ensure active participation of children in outdoor activities.

f. Creative Activities

Opportunities of art, craft and aesthetics activities develop self-expression, enjoyment and disposition for art, music and movement in children. Drawing, painting and clay modeling help children understand that real life objects and events. This fosters symbolic thinking that is an important pre-writing skill. Such activities also give opportunities to exercise fine muscles which prepare them to write.

It also develops sense of aesthetic appreciation and stimulate creative learning processes thus demonstrate creativity and inventiveness with music and materials. This process can be supported by providing creative art corner and music corner in the classroom.

- **Creative art area:** the material in art area include different types of paper, crayons, pencils, washable markers, sketches, slates, different coloured chalks, pieces of fabric, paints, paint brushes, tape, play dough or clay, rolling pins and boards, cotton, threads, old newspaper and magazines for collage, ice-cream sticks, knife, papers, scissors, cloth, gum and fevicol, bead, etc. This promotes sensory exploration and social interaction along with creative expressions through arts, painting, etc.
- **Music area**: This area should provide the children with a comfortable space to relax and be happy. It must be equipped with a tape recorder, variety of music including rhymes on CDs/DVDs, ribbons or scarves for the children to use to promote creative movement. This corner should encourage children to experience and explore the sounds of different instruments, like bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.

Points to remember

- Avoid using templates, stencils and outlines in small children‘s drawings that would inhibit their creativity.
- Let children represent objects, events and ideas in the form of drawing, clay modeling and other art forms.
- Keep art and craft projects as theme in the classroom.
- Keep in mind that activities for creative expression (may/may not be related to the Theme/topic).

- Display children‘s artwork, craft work and project on the walls at their eye level or on a table. This helps them remember that activity and also encourage and motivate them for greater participation. It fosters self-esteem and self-confidence as they feel their work is valued.

g. Role play/ Dramatization

Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor. While this may seem to be just a child‘s fantasy, it is an important mechanism for children to learn. By acting out what they see in their environment, they strengthen their memory. Also, this is a way for children to solve problems and engage in perspective taking. Role plays/dramatic play are good ways for children to demonstrate different things they do and know. Such activity can be fostered through the dramatic play corner in the classroom.

The material in this corner include different kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc.), pretend food (vegetables or fruits made of clay), dress-up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs, mirror, puppet, masks, old spectacle frames, purses, old shoes, weighting scales, clock etc.

Points to remember

- Let children enact, use words and gestures and show the role they are playing in the role play/drama.
- Let children take on a role or story line and use real or pretend objects to play out a role play/drama.
- Encourage this activity in both indoors and outdoors and also integrate with other activities.

h. Mathematical Thinking and Reasoning

Mathematical activities help developing skills in sorting and classification according to one or two attributes, seriation, pattern identification/ pattern making, reasoning, problem solving, forming concepts: pre-number, number concepts, observing and describing shape and space concepts using appropriate vocabulary, counting objects, counting groups and comparing groups using the terms more, fewer or same; understanding of computation. This makes them aware of the logic of things and phenomenon around them thus helps them solve various problems.

Points to remember

- Provide different activities and materials for concepts formation.
- Design and organise manipulative activities which are extended with learning of other concepts.

- Ensure interesting activities and resources to challenge and develop children‘s conceptual understanding.
- Activities should be planned for different age groups of children with increasing order of difficulty.

i. Environmental Awareness/Scientific Temper

Children are in constant interaction with their environment. They want to touch everything they see. This is how they learn. Through a variety of activities and material children explore different properties of the environment that promote their environmental awareness. They also try to explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalisation. Children‘s self-confidence can be developed through providing enough opportunities to explore, touch, taste, smell and respond to the environment.

The environmental awareness could be promoted through focusing on following:

- Building and maintaining identity and relationships: Myself, my family and community.
- Maintaining well being: Food, Body, health, hygiene, cleanliness, and safety.
- Natural world and environment: plants, animals, birds, fruits and vegetables.
- Physical environment: air, water, earth, universe, and seasons.
- Social environment: My country; festivals and celebrations; neighbourhood; means of transport, community helpers, care for the environment (elders, plants and animals).

Points to remember

- Provide continuous opportunities for more free and some guided activities for environmental awareness.
- Give chance for adult-child, child-to-child and child-material/and environment through a variety of individual, small group and large group activities.
- Identify topic to be covered as per the interest of the children along with the activities on different development domains to be undertaken.
- Under each topic, organize the goals and indicators of development and learning to ensure that all the domains are addressed in an integrated manner.

j. Break/snack time

A very important component of the daily schedule is the break/ snack time. This gives children time to have meal, relax, play and socialize.

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At least 30 minutes should be allocated for break time. A lot of activities can be done during this time, like:

- Having meal together.
- Having meal independently without spilling.
- Talk about the healthy food, variety of food items and healthy food habits like washing hands before and after meal, wait for their turn while in queue for getting meal; washing utensils; and washing hands.
- Take small nap if, time allows.

Points to remember

- Do not encourage children to speak aloud and speak much when they have food in their mouth, as this may result in chocking.
- Ask children to discuss things after having their meal, if they want to.
- Ask children to follow dining etiquettes like do not make sound while eating, sit properly and use napkin whenever required.

k. Goodbye circle

Goodbye circle time gives the children an opportunity to recapitulate the activities conducted during the day. It should be organized for 30 minutes. While doing so children get the opportunity to share their learning, talk about their favourite activities and ask for the explanation related to any of the concepts and learning if not properly understood. Goodbye circle ensures happy depart of the day‘s activities, trigger for doing and creating interesting activities and prepare them for the next day‘s programme.

Following may be the goodbye circle activities:

- Recapitulation of whole day’s programme.
- Story/rhymes.
- Activities they like Preparation for the next day‘s activities
- Asking children to share their experiences with their parents

Points to remember

- The teacher should also sit on the same type of chair/ mat as the child, which conveys that he/she is a facilitator.
- Give each child an opportunity to ask questions and share his/her own day’s experience.
- Diary for each child must be maintained regularly and children should be asked to share diary note (if any) with the parents.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. What is Guided Play?

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6. What are the different ways of story telling?

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5.6 LET US SUM UP

This unit deals with the programme of planning activities. The ways and methods of planning Long term and short term schedules and daily schedules are clearly explained. This unit also clearly explains the components of daily routine and weekly schedule. The Principles of planning pre-school programme is given with great clarity.

5.7 UNIT-END ACTIVITIES

1. How are daily schedules formulated?
2. Write the components of the day's routine.
3. Why should the day-to-day activities be planned?

5.8 ANSWERS TO CHECK YOUR PROGRESS

1. Each unit/ theme or topic may consider the following elements:
   - **Engaging**: Of interest to the children, and involving them actively in their own learning.
   - **Relevant**: Linked to the children's prior knowledge and experience, and current circumstances, and therefore placing learning in a context connected to the lives of the children.
   - **Challenging**: Extending the prior knowledge and experience of the children to increase their competencies and understanding.
   - **Significant**: Contributing to an understanding of the trans disciplinary nature of the theme or topic, and therefore to an understanding of commonality of human experiences.
2. Principles Of Planning Pre-school Programme
   - A balance of quiet and active experiences.
   - A balance for indoor and outdoor activities.
   - A balance of small group, large group and individual learning activities.
   - A balance of child-initiated and teacher-initiated activities.
   - A balance of activities catering to all aspects of development / learning.
   - A reasonable pace throughout the day.
3. After identifying the play activities corresponding to your short term goals, these activities should be arranged together into a daily schedule.

   To foster all secured development that is cognitive language physical motor and social emotions, you must see that ever a period of week, some activities have been planned for each area of development. Each activity should have an objective and a purpose. you have a Check Chart'

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and seen there are enough play activities for each development over the week.

During the day there must be activities that allow vigorous physical activity like running , jumping, climbing catching and throwing. These experiences of strenuous physical activity must be interspersed with quiet and restful play activities. So that children regain there energy.

During the day there should be some indoor and some outdoor play activity. So that there is a mix of large and small muscle activity and vigorous and quicker.

There must be a balance between structured initiated by you and free play initiated by the children.

During the day you must organize both group and individual activities.

Over the week, carryout some activities that the children are familiar with and some that are new for them.

The schedule of activities should be at a reasonable pace throughout the day.

It should be flexible and open to suggestions.

4. Daily routines should be planned in a manner such that it:
   - Includes a balance of active and quiet activities.
   - Provides for individual, small and whole group instruction and interactions.
   - Allows for active exploration of materials within the learning environment.
   - Encourages flexibility to meet children's varying needs.
   - Incorporates both indoor and outdoor activities.
   - Has a balance of both child-initiated and teacher-directed opportunities.
   - Has a balance of structure and flexibility.

5. **Guided play**:

   It is initiated by the teacher and can be done both indoors and outdoors. Through such play children learn to follow directions, to play collaboratively and develop skills of working together. The teacher can plan some activities using the resources from the activity centres, or with something prepared specifically for the activity that has been planned. The teacher helps to scaffold children's learning by asking open ended questions, by stimulating them to explore the materials in a new way or by commenting on the discoveries made by children. For the outdoors, teacher can organise some group games and relay races.

6. Orally, without any props, but with a lot of facial expression, body language and voice modulation

   With stick or glove puppets

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With picture cards/ flash cards - With props (related to the story e.g. while telling the story of Three little pigs‖, teacher can bring some straw, some sticks and a brick, to bring the story alive)

Reading aloud from the story book

Enact the story with children and later on only by the children. During enactment, encourage children to expand or modify the story by using their imagination.

5.9 SUGGESTED READINGS

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UNIT 6 CURRICULUM AND LESSON PLAN

Structure

6.1 INTRODUCTION

Curriculum Design and Lesson Planning is the process of development of lessons, assignments, units, and projects to teach students knowledge and skills. A curriculum is broadly defined as the totality of student experiences that occur in the educational process. A syllabus is an outline and summary of topics to be covered in an education or training course. A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students.

6.2 OBJECTIVES

After going through the unit you will be able to;

- Explain the curriculum and lesson plan.
- Discuss the timetable.
- Understand what a calendar is.
- Know about short and long term goals.

6.3 YEARLY PLAN

One of the ways of preparing the plan for the year is to identify the theme/topic for each month or so, along with the activities on different development domains to be undertaken. Some of the suggested themes/ topics are:

- Identity and relationships: Myself, my family and community
- Maintaining well-being: Food, body, health, hygiene and cleanliness, safety

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- Nature: plants, animals, birds, fruits and vegetables
- Physical environment: air, water, earth, universe and seasons
- Social environment: My country, festivals and celebrations, neighbourhood, transport.

Under each of the theme, organize the goals and indicators of development and learning to ensure that all the domains are addressed in an integrated manner. It will also help to ensure that the activities and experiences are balanced, developmentally appropriate and enough opportunity is available for revisiting of concepts, skills and dispositions. Activities should to be planned for different age groups of children with increasing order of difficulty.

6.4 CURRICULUM AND LESSON PLAN

These are the objectives that were incorporated in the report of the Education Commission and later in the National Policy on Education

1. To develop in the child a good physique adequate muscular co- ordination and basic motor skills.
2. To develop in the child good health habits and to build up basic skills necessary for personal adjustment such as dress toilet, washing, eating etc.,
3. To develop in the child good health habits and to build up basic skills necessary group participation and to make the child sensitive to the sights and privileges of others.
4. To develop emotional maturity by guiding the child to express, understand accept and control his feelings and emotions.
5. To encourage aesthetic appreciation.
6. To stimulate intellectual curiosity and to help him understand the world in which he lives and to factor new inter through giving opportunities to explores investigate and expend.
7. To encourage independence and creativity by providing the child both sufficient opportunities for self expression.
8. To develop the child's ability to express his thoughts and feelings in fluent correct, clear speech.

The curriculum for the pre-school is expected to be planned and transacted in such a way as to fulfil these objectives.

6.4.1 WHAT IS A CURRICULUM?

A curriculum is a particular course of study often in a special field, it gives a force direction and purpose to our planning. It will help you to be clear as to what ability and skills you are fostering in children, if daily and weekly scheduling of activities is not done carefully your programme may put more emphasis on some aspects of development and neglect the others.

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Careful planning of daily and weekly activities will also help you to know how the children have grown and what abilities they

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have acquired, over a certain time period. And also planning and scheduling ones work makes it easier to achieve ones goals and objectives.

When planning a curriculum you should think about the following aspects:

1. What is it that you want the children to learn and acquire during the year, that is the long term goals of the programme.
2. To achieve these long term goals you have to break them in to short term goals i.e., is into weeks or months. Based on this you select activities for each day.
3. Finally you evaluate the children's progress and they play activities to see if the long term and short term goals are achieved.

6.4.2 LONG TERM GOALS

Long term goals are the skills, abilities, concepts and values that you expect the children to acquire after they have completed their stay at your center. The long term goal should foster optimal development in the physical, emotional, social, cognitive and language domains. When these goals are based upon the needs of children, their abilities and interest then the programme will be child centered and appropriate to their developmental level.

PHYSICAL AND MOTOR GOALS

a. Developing body balance and co-ordination
b. physical growth and development
c. Gaining muscular control and developing fine and gross motor skills such as running, hopping, catching, throwing, jumping, drawing, scribbling, writing and painting.
d. Developing an awareness of the body and its relationship in space.
e. Establishing desirable feelings towards feelings towards one's body and its functions.
f. Establishing desirable health, hygiene and feeding habits.

COGNITIVE GOALS

a. Help them to develop a positive attitude towards learning.
b. enable them to discover the world around them on their own and solve problems.
c. Sharpen their sensory awareness by building upon their vision, hearing, touch, taste and well.
d. Fostering a scientific attitude by helping them to make observation and arrive at conclusions.
e. Foster their ability to make decisions.
f. Give enough - opportunities to use the mental abilities of matching, perceiving, common relations, grouping,

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conservation, seriation and temporal ordering in day to day situation.

g. Help them to develop concepts
h. Enhance their reasoning skills and enable them to determine simple cause and effect relationships.
i. Give them opportunities to be creative.
j. Develop their attention span and memory.
k. Help them to follow directions and instructions.

LANGUAGES GOALS

a. providing opportunities for interaction with adults and peers so as to help children develop language skills.
b. Helping children increase their vocabulary.
c. Helping them to put their ideas into words and sentences and to express themselves clelarly.
d. Fostering pre- writing and pre-reading skills.
e. Fostering conversational skills.

SOCIAL GOALS

a. build a positive relationship with their family, peers and other adults.
b. Lear to co-operative show empathy and helpful behavior.
c. Learn to respect the rights of theirs.
d. Develop a sense of self-worth and positive self-esteem which will lead to a good concept of the self.
e. Learn to control undesirable behavior.
f. Learn to function as members of a group.
g. Assume responsibility and develop independence and imitative
h. Understand that people are different and accept them.
i. Develop desirable social values.
j. Develop leadership skills.
k. Learn to work by oneself.
l. Listen to conversation and instructions.

EMOTIONAL GOALS

a. Understand their emotion's and to express these in constructive and acceptable ways.
b. Understand others and feel empathy for them.
c. Persist in their efforts until a task is completed.
d. Accept and adjust to opposition and fortune.
e. Develop confidence in themselves and in other, i.e., develop an of trust.
f. Learn to value themselves, i.e., a positive self concept.

6.4.3 SHORT TERM GOALS

Short term goals are those that can achieved in a short time period, say a few weeks or a month or two and sometime even a

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day. short term goals emerge from the immediate needs and interests of children.

Eg. you take a long term goal like cognitive abilities the short term goals will be to foster the ability to match and understand or motor abilities- learn to draw. When the short term goals are planned you have to chose activities to accomplish these goals.

Eg.to foster the ability to match give an activity like matching objects, to learn to draw give media to draw.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

1. What are the long term goals?

……………………………………………………………………………

……………………………………………………………………………

2. What is a curriculum?

……………………………………………………………………………

6.4.4 GUIDING PRINCIPLES FOR PRE-SCHOOL CURRICULUM

In the light of emerging needs and new developments in pre-school education, an attempt is being made to ensure that the present curriculum is holistic, developmentally appropriate, indigenous, and most importantly play and activity based.

Thus, the curriculum drawn from the following guiding principles:

Learning is continuous and cumulative: Learning begins at birth and continues over life. Since children learn through senses and stimulations the early care and stimulation have a cumulative impact on their development. It is imperative that children are provided with optimal stimulation in the early years.

Neuro-scientific evidence proves that early learning matters for later outcomes: Increasingly, sophisticated neurobiological research shows that pathways set in the very early years of a child's life programme the ways children learn. While genetics plays an important role in the way brain is structured, it is often a child's early experiences that are crucial in determining how the brain will eventually, be shaped.

Each child is different and grows, learns and develops at her/his own pace: Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at her/his own pace. A good pre-school programme respects the different abilities and individual pace of development of children and ensures that all

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children develop physically, socially, emotionally, morally and intellectually to their full potential. The curriculum follows the developmentally appropriate practices (DAP) that are appropriate to their age, stage and context to promote children's optimal learning and development. It suggests the use of multiple teaching strategies to address the needs of children at the respective developmental stages of children.

Play and activity are the primary context of learning: Play and activity are the best medium for Pre-school education. It offers opportunities to explore, experiment, manipulate and experience the environment thus, children construct their knowledge. The curriculum suggests the play activities, which have balance between different kinds of play like free and guided, active and passive, indoor and outdoor, and structured and unstructured play. It also gives opportunity for self-initiated play/activities emerged through their interest and choices.

Responsive and supportive interactions with adults are essential to children's learning: Children learn through the relationships they have with their parents, families, caregivers, teachers, and communities. Nurturing relationships help children become secure, confident, curious, and communicative. These relationships help children learn how to control their emotions and relate to others. Interacting with a caring adult helps build the child's brain.

Children learn by constructing knowledge through challenges, repetition, and benefit from instruction by teachers and peers: Learning sustains when constructed. At early stage, children start exploring the next level of information and the spiral continues. It needs to be ensured that children are provided developmentally appropriate materials, experiences, and challenges in order to help them construct their own knowledge. The process also involves repetition of tasks, instructions from the teachers and more knowledgeable peers so that each child reaches her/his potential and is able to do the task independently.

Interactive teaching enhances learning experiences: Interaction (child-child-, child-teacher, and child-material) is the most significant aspect of quality pre-school education. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children, build a solid knowledge foundation, and prepare them for formal schooling. The curriculum provides opportunity for creating an interactive environment through interactions with indoor and outdoor environments.

Development and use of indigenous material enhance learning opportunities: Use of available indigenous resources helps in providing early stimulation and education to the children. It also preserves indigenous values and other aspects of cultural background vital for cultural identity. It provides opportunities to the teachers, children, caregivers, and community to contribute in active and constructive teaching-learning process. The

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curriculum recommends use of locally available resources in their cultural context.

Responsiveness to the context and diversity of status and experiences support learning: It is essential that programmes identify the strengths and abilities of all children to ensure that learning opportunities are maximized and that all children are fully included in every educational experience and activity. Children with disabilities may need more individualized instructions in order to develop and learn the skills, behaviours, and concepts. They may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology. It is essential that parents and special educators be involved in developing the educational plan for children having special needs.

Family involvement contributes to learning: Involvement of parents and family contributes to the learning and development of the children. The curriculum recommends participation and involvement of family in pre-schools as well as at home.

For transacting an effective curriculum teachers should focus on the following:-

- **Listening to children**– It is important to listen to children while they are observing and exploring during the activity to understand the level of information and strengths they have and what are the additional inputs the teacher or adults have to provide.
- **Ensuring children experience different speaking and listening situations**-In order to broaden communication experiences, this is seen by some early educators as an important role for adults when they engage with young children.
- **Establishing common knowledge**– exploiting situations when children are together in groups provides common experience and common ground for expanding children’s thinking. Encouraging children to recall experiences that relate to a current task is seen to build learning continuity and establish new concepts and understandings.
- **Giving specific instruction**- Emergent literacy research suggests that children need increasing phonemic awareness and grapho-phonic knowledge for successful reading. Lot of games and activities finding the odd one out, rhyming, sorting may be used. It is important to build lot of practice and repetition in the skill areas. Teaching routines that ensure personal safety and hygiene are considered important.
- **Celebrating diversity**– The diverse language and dialects of children may be endorsed and expanded by the teachers. The topics should be addressed by variety of ways like musical, story-based, play, discovery, pictorial, artistic, logical deductive

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because of the fact that children learn in diverse ways and can show understanding by using different symbolic media.

- "**Focusing" through recall and restatement** – teachers' questions, explanations and the linking together of different events are seen to help children focus and progress their understanding.
- **Spending time in observation**–The teacher may choose the participation in activities with children or decide to stand aside while observing them.
- **Listening to and co-coordinating with parents and family members**– It is important to involve parents in the programme in order to find out about the interests and strengths of their children and to understand how the child's development and learning is mediated at home.
- **Reflections**- Reflecting in words to young children what they are doing in action is seen to help clarify processes and ideas. Scaffolding a child's — "hands on" experiences is a key mediation role of educators in early learning environments.

PLANNING

Planning is important for implementing the curriculum. Systematic and good planning leads to an effective transaction of the curriculum. The activities of curriculum needs to be drawn up and transacted keeping in mind the objectives. It should be innovative and flexible to accommodate immediate needs, interests and situations. The teacher should keep in mind the objectives, characteristics of children, age specific and developmentally appropriate practices along with physical infrastructure and materials required and available for curriculum implementation. Planning in terms of specific objectives and activities should be done both on a long-term and short-term basis. The teacher should have collection of a variety of games, activities, play materials, stories, songs, rhymes, etc. There should be balance between teacher directed and child initiated activities.

Domains of Development

There are developmental continuities in terms of children's physical, cognitive and psychosocial abilities. Pre-school Curriculum must address the following interrelated domains of holistic development through a play and activity based approach which focuses on development of life skills.

- **Physical Well-being, Health and Motor Development**: physical and motor development during the early years supports young children's academic achievement, general health, positive self esteem, managing stress and social development. Two major goals of physical and motor development are achieving gross and fine motor control. Gross motor control includes body balance and coordination; movement and gross motor skills such as running,

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jumping, hoping, skipping and manipulations with balls such as kicking, throwing, catching etc. Fine motor skills involves using and coordinating the small muscles with dexterity (shows during self help skills). Eye-hand coordination helps in manipulating small materials / writing tools such as holding crayons, painting brushes using children friendly etc. Music and Movement activities support in developing spatial sense. Providing nutrition, health and hygiene is important for physical well-being.

- **Language Development**: language development is crucial at pre-school stage, it provides the foundation for later learning. It includes listening and comprehension; oral skills/speaking and communicating; vocabulary development; preliteracy/emergent literacy skills like phonological awareness; print awareness and concepts; letter-sound correspondence; recognition of letters; building words and sentences and early writing and introduction to language of school transaction.
- **Cognitive Development**: Cognition refers to the processes of knowing and understanding the environment around us. It includes development of various concepts, including pre-number and number concepts and operations (knowledge and skills related to comparing, classification, seriation, conservation of space and Physical Well-being, Health Creative and Aesthetic and Motor Development, Language Development, communication and literacy Development, Cognitive Development, Environmental Awareness, Development of Scientific Temper and developing Mathematical thinking and Reasoning, Personal, Social and Emotional Development quantity, one-to-one correspondence, counting); spatial sense; patterns and estimations in measurement; data handling; skills related to sequential thinking, critical thinking, observing, reasoning and problem solving; and knowledge of concepts related to the physical, social and natural environment.
- **Development of Creative and Aesthetic Appreciation**: Exploring different art forms, developing dispositions, expression and appreciation for artistic, dance/ drama and musical activities.
- **Personal, Social and Emotional Development**: Development of self-concept; self-control; life skills/ self-help skills; habit formation; initiative and curiosity;– engagement and persistence; cooperation; compassion; social relationships; group interaction; pro-social behaviour; expressing feelings, accepting others' feelings.

Before beginning to plan a topic it is important to know that young children develop in several areas or domains simultaneously. Also, we must always remember that these domains of development are interdependent and interrelated to each other. Each of these domains is

equally important to all children. The interdependency of all the developmental domains, of social with cognition, language and motor skills, ensures that children are developing holistically An effective plan draws upon the progression of concepts, skills, knowledge and attitudes in each area of development.

CURRICULUM AND LESSON PLAN

Creative pratical and thorough planning is essential for carrying out a learning programme for pre-schoolers. A good curriculum offers many opportunities correlated to children's readiness and interest. This is the basis of a child centered programme.

Planning of the curriculum includes children needs, interest, past experience and age level. The curriculum should also include interpersonal relationship, sensory experience, exploration of natural and physical surroundings, intellectual stimulation, development of large and small muscles and many opportunities to hear and use language. Equal importance has to be given both to active and quiet play. Celebrations, national festivals and trips should also find a place in the programme.

When you are planning to organize a centre you have to think of the various activities you would be doing with the children each day throughout the year. What activities you have planned from one day to the next how you are going to do this, what will the children gain by it and why you want the children to learn about it-it means how you will put all these play activities into your daily and weekly schedules, to make the whole days, weeks, months or years programme into an organized one according to the age group of the children.

Certain principles have to be taken into consideration while planning for the year.

1. Meet the objectives of the nursery school-keep the all round development of the child in mind.
2. Cater to the different maturational levels of the children.
3. Be flexible to server the needs and interest of the children.
4. Be balanced between individual and group play.
5. Be functional and meaningful.
6. Alternate between quiet and active play.
7. Provide concrete first hand experience.
8. Organise familiar and new activities during the work.
9. Allow children time to complete their work.
10. Carry out activities at fixed times and place to give the children a feeling of security.

The teacher should now state her long term goals. i.e., the skills, concepts abilities and values she expects the children to have acquired during their stay with her. These are broad and general

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statements about how you think you will guide children develop. It provides a direction to your planning activity selection and interaction with children. During this long term planning you have to take into account the experience of the children, teaching aids, materials and play equipments are enough for the number of children, whether they need repair or replacement and whether the furniture need a redo or a face lift. It is making programme in advance for the whole year.

These broad and general outline of the plan do not tell the teacher what activities and can carry out from one day to the next. Therefore these goals should be reduced to short term or term wise units, being more specific in her plans, activities and materials. The concepts and skills thus acquired have to be practiced in various ways and in various situations to help children understand them better. The activities have to be arranged in detail and modification and refinement of aids have to be made taking the needs of the children into consideration.

Now comes the weekly or daily planning or scheduling in other words drawing up a time-table.

While planning for the day or week activities the teacher has to remember that her main goal is the all round development of the child. Therefore over a period of one week some activity has to be planned for each area of development. Many activities may foster more than one development therefore the teacher can plan for only a few activities in a day which cover all the developments.

Since the teacher has to plan for so many activities for the stimulation of the physical, Social, emotional, moral and intellectual development of the child, she has to make a detailed study of the subject matter to be taught. Then draw out a map of the various concepts that she will be helping children learn, she should also specify her goals for each area of concepts taught, the materials and aids needed for each area of concept taught and learnt and how she is going to enhance this learning. This will be the basis of her lesson plan. Keeping in mind that children learn best through participation.

The teacher has to draw up a time- table" . One of the two ways she can structure the day is to identify the activities that are generally carried out at a specific time each day. Fix these activities in the daily schedule and then fit in the other play activities. The first 12-20 minutes of the day will be taken up in greeting the children and the last 15-20 minutes in preparing for departure. Snack time is generally between 11.00 to 11.30 am. These are the constant features from day to day. Therefore you have to organize your activities only between the time slots between the time before snacks and before

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departure. Such planning will make your work easier and the children time enjoyable.

Then last but not the least part of planning is evaluation. Evaluation means an assessment, an appraisal or a check up of over achievements and failures.

For a proper assessment the teacher should ask herself:

1. Whether the goals she had set for the children were achieved by them or not.
2. Whether the activities were correctly scheduled, spaced and age appropriate.
3. Whether she was able to carry out all the activities planned.
4. How she can improve her programme better for the next day.

The teacher should also give the children a feed-back i.e. let them know if they were doing the activities correctly or if the attempt they were making was in the right direction. She can also praise them for the work done as motivation is a strong factor in the process of bearing.

These queries do not take much time nor are they a waste of time - as with a little practice it becomes a routine and helps the teacher and the children do better in the long run.

Long Term Goals	**Short Term Goals**	**Activities**
Developing self-confidence and self worth	a) To help children discover that they are capable of doing many things.	To achieve these short term goals you can plan play activities like.
	(b) To convey to children that they are competent.	1. Threading heads
	c) To help them out when they face difficulties in doing a particular task.	2. Making one child distributing plates and glasses to every child in the class.
		3.By organizing games like running to a spot and picking up their snack bag from a collection of them.
		4.Show co-operative and helpful behavior yourself at the end of the day when you help children wear their shoes.

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Check Your Progress
Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. Write two guiding principles for pre-school curriculum.
………………………………………………………………………
………………………………………………………………………
4. What are the principles that have to be taken into consideration while planning for the year?
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6.5 TIME-TABLE

The Time-Table reflects your goals and objectives, as well as the needs of the children.

Time-table or scheduling of the programme will depend upon the number of hours the children are at the centre or nursery. Most pre-school operate for half-a-day- usually for 3-4 hours in the morning.

One of the ways you can draw up a Time-Table is to identify the activities that are generally carried out at a specific time each day. Fix these activities in the daily schedule and then fit the other activities. Children like a routine. Carrying out the same activities at a certain fixed period gives them a sense of security. The arrival and departure of the children are routine. The first 15-20 minutes of the day will be taken up in greeting the children and the last 15-20 minutes in preparing them for departure.

This is an informal yet important time during which children are greeted individually help them to part with their parents keep their bags, remove their shoes and settle down with their chosen activity. Teachers are free to talk to the children in a free relaxed manner. The teacher should also greet a parent and have some friendly words with them. During departure time, give them time to wind up the activity, wear their shoes, collect their bags and to have word with their friends(if they have time) before the parent or the rickshaw come to pick them up.

The second slot of routine time is snack time: Give children time to wash and wipe their hands and carry their own snack bags to the table. And if you are preparing the snacks-see that its nutritious and wholesome with a good variety.

This is the time when children sit together in a friendly social atmosphere. Talk to them about sharing, encourage

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independence and build up various concepts on food, health and hygiene.

After allotting time for routine activities the rest of the time can be used for scheduling.

Each activity from the time when it is begun to the time it is wound up, will, on an average take 25-30 minutes. In the 1 hour time you have before snacks there are many ways in which you can schedule and organize the play activities. One of the ways is to take up a theme and build all the play activities around it. Through this theme you can impart concepts, foster, child's language skills, social, physical and motor skills and encourage good attitudes through modeling.

6.6 SCHOOL CALENDAR

The school calendar is a mirror where the probable dates of various events and activities to be done during the coming session are reflected. It is usually prepared at the beginning of each academic session.

Following are the suggestive content:

- Information about general, local and gazetted holidays.
- Dates for parent-teacher meetings (PTMs).
- Dates for field trips, excursions, sports, cultural events etc.

Thus the school calendar provides important information about various activities to be carried out throughout the academic session.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

5. What does the time-table reflect?

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6. List some important information to be mentioned in the calendar.

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6.7 LET US SUM UP

This unit deals with the yearly plan and clearly about the curriculum and lesson plan. It also explains how short and long term goals are important while designing a curriculum or lesson plan. This unit also discusses about the importance of calendar and time-table.

6.8 UNIT-END ACTIVITIES

- Explain Long term and Short term goals.
- What are the guiding principles for pre-school curriculum?
- Discuss the points to remember while framing a time-table.

6.9 ANSWERS TO CHECK YOUR PROGRESS

1. Long term goals are the skills, abilities, concepts and values that you expect the children to acquire after they have completed their stay at your center. The long term goal should foster optimal development in the physical, emotional, social, cognitive and language domains. When these goals are based upon the needs of children, their abilities and interest then the programme will be child centered and appropriate to their developmental level.
2. A curriculum is a particular course of study often in a special field, it gives a force direction and purpose to our planning. It will help you to be clear as to what ability and skills you are fostering in children, if daily and weekly scheduling of activities is not done carefully your programme may put more emphasis on some aspects of development and neglect the others.
3. **Children learn by constructing knowledge through challenges, repetition, and benefit from instruction by teachers and peers:** Learning sustains when constructed. At early stage, children start exploring the next level of information and the spiral continues. It needs to be ensured that children are provided developmentally appropriate materials, experiences, and challenges in order to help them construct their own knowledge. The process also involves repetition of tasks, instructions from the teachers and more knowledgeable peers so that each child reaches her/his potential and is able to do the task independently.

   Interactive teaching enhances learning experiences: Interaction (child-child, child-teacher, and child-material) is the most significant aspect of quality pre-school education. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children, build a solid knowledge foundation, and prepare them for

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formal schooling. The curriculum provides opportunity for creating an interactive environment through interactions with indoor and outdoor environments.

4. Certain principles have to be taken into consideration while planning for the year.
    - Meet the objectives of the nursery school-keep the all round development of the child in mind.
    - Cater to the different maturational levels of the children.
    - Be flexible to serve the needs and interest of the children.
    - Be balanced between individual and group play.
    - Be functional and meaningful.
    - Alternate between quiet and active play.
    - Provide concrete firsthand experience.
    - Organize familiar and new activities during the work.
    - Allow children time to complete their work.
    - Carry out activities at fixed times and place to give the children a feeling of security.
5. The Time-Table reflects your goals and objectives, as well as the needs of the children.
6. Information about general, local and gazetted holidays.
   Dates for parent-teacher meetings (PTMs).
   Dates for field trips, excursions, sports, cultural events etc.

6.10 SUGGESTED READINGS

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UNIT 7 - DEVELOPMENTAL CHARACTERISTICS OF PRE-SCHOOLERS

Structure

7.1 INTRODUCTION

A solid understanding of milestones and developmental Characteristics of Pre-schoolers across each domain of children's development can benefit the teacher in several ways. And furniture in the pre-school classroom should support children's independence in meeting their routine care needs and in conducting their play and learning activities. Appropriate pre-school classroom furniture can equip the teacher with a vehicle for classroom management and can give the children the ability to feel independent and secure in their space. The careful selection and arrangement of furnishings is an essential step in transforming an empty space into an early childhood environment.

This unit provides a deep insight into developmental Characteristics of Pre-schoolers, importance of Pre-school Furniture, Equipment and Appliances and the careful selection and arrangement of furnishings.

7.2 OBJECTIVES

After going through the unit you will be able to;

- Get the clear knowledge about Developmental Characteristics of Pre-schoolers.
- Understand the importance of Furniture, Equipment and Appliances for pre-school.
- Realize the Criteria for Selection and Purchase of Equipment and Material.
- Appreciate the importance of Safety Precautions.
- Identify the General Guidelines for Selection of Equipments and Furniture.

7.3 DEVELOPMENTAL CHARACTERISTICS OF PRE-SCHOOLERS

The term pre-schooler refers to the child in the age range of 3 to 6 years. In the context of school this includes children attending nursery and K.G/ Preparatory classes. This age range forms part of the developmental Psychologist, Piaget, as the pre-operational cognitive stage. While there are wide variations within this age range also, certain general characteristics are highlighted below.

- ❖ Children at these ages are generally energetic, curious, eager to learn.
- ❖ Their bones and muscles are still in the process of developing consequently.
    - Sitting for a long period at a desk tires them out.
    - Heavy school bags or sitting in a slouched position for writing can adversely affect their posture and physical development.
- ❖ Their fine muscle coordination particularly of the wrists and fingers needs strengthening, Physiologically therefore, they do not have the capacity to hold and use a pencil in a well coordinated way.
- ❖ Their attention span is limited to maximum of 7 to 15 minutes, that too for an activity in which they are physically and mentally involved.
- ❖ Their thinking tends to be perception - bound and egocentric and limited to concrete objectives and events. Logical and abstract reasoning is still to develop.
- ❖ Their vocabulary is limited and listening comprehension is as yet not adequate to take group instruction. Social skills are also not sufficiently developed for effective group interaction. The need for a one-to-one relationship with an adult or teacher

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who, to the child , is a surrogate mother, still predominates particularly at the nursery level.

Early Childhood Education is used to refer to programmes servicing children under the age of 6 years.

The Original Nursery School which is termed LKG & UKG today was based on a philosophy of muturance a concern for the child's social, physical, emotional & intellectual needs. The teachers bathed and cleaned the children gave them food and rest and saw that they had sufficient fresh air and also educated/ stimulated them.

The children were taught self- caring skills(washing themselves and looking after their belongings) and taking care of plants. Animals and the school environment. They were involved in music, language, reading readiness , writing mathematics and science activities. Play was an important part of the programme both indoors and outdoors.

The children were given opportunities for arts & crafts, water play, playing with sand and other non structured activities. But today there is on to provide a broad based education and Kindergarden programmes included crafts and art activities and different types of play activities keeping in mind the child's present life and its context.

The need is for an all round development that is physical, cognitive, language , emotional, social and development of values. Let us now try to look at the activities and the materials required in each area. Play activities for movement and mobility.

Childhood is remembered by most of us as a period of active play which was never tiring. It was play, games and fun all the way. But today our schools feel that play is a waste of time. We prefer our children to spend time in learning something. Only academics rather than playing which is the path to later learning . When the child enter school they are made to concentrate on " table work" for long periods instead of free play activities both out of doors and indoors.

ROLE OF PLAY OUTDOOR & INDOORS

I. Outdoor play encourages the development of physical and motor abilities of children- giving opportunity to exercise their growing muscles, develop co-ordination and refine gross and fine motor skills e.g. case of the common slide and the number of muscular movements the children use.

1. Children run to the slide.
2. Climb the ladder which involves a change in visual perspective and therefore, co-ordination the eyes and the hands.

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3. Adjust themselves on the top.
4. Balance.
5. Change their breathing and vision of height.
6. Let go of themselves.
7. Experience motion and speed.
8. Finally a sudden controlled stop Within a few minutes all these actions are carried out and repeated over and over again.

II. Enhance confidence and self esteem- when children can master and control their body e.g.a tricycle or making a sand cake.

III. Building co-operation – and sharing rather than competition.

IV. Promoting cognitive learning – e.g. Ball game.

V. Expressing emotions.

7.3.1 PLAY ACTIVITIES FOR GROSS MOTOR DEVELOPMENT

For large motor development there should be space to run jump, climb, skip, hop balance the throw, catch, push, pull etc. which should be apart of the programme every day. You do not need expensive equipment, a jungle gym, a crawling tunnel, a slide will do. Activities could be carried out with balls. old tyres, wooden planks, bricks, ropes, logs of wood, outdoor games should include activities of chasing, jumping, hunting, climbing, racing and acting. Games should be either spontaneous or organized. Children can play in groups or as individuals.

simple activities of 1. Running and touching a tree 2. Walking and imitating animals walks, slow movement and balancing.

Running and catching games such as shadow play(but nothing competitive) follow the leader or an obstacle course, jump from different heights, jump on car tyres, Hide and seek. There should be activities for climbing, sliding & swinging: Gym planks and logs, an old tyre on tree, a plank placed on brick, see saw.

Games of catching, throwing and kicking with balls of different sizes/ balloons, bean bags- bags filled with news paper or cotton or rags (for catching).

Organised games in the form of circle games like- “Is the lamb at home”. Circle songs like “ Ringa roses- The farmer in the den etc. Simple exercises and simple yoga exercises.

Fine Motor: use of small muscles of fingers, wrist and hand tasks like drawing, typing shoe lace, turning a door knob, buttoning and using scissors. These are also eye hand co-ordination activities.

Stringing activities Beads/leaves/Cardboard bits with a hole-punch holes on the out line of picture that children can thread with thick threads. For older children paper weaving, activities with pebbles, beads, seeds & shells. Handling these will foster precision and control and use of the fingers.

Sorting/classifying, Making a collage – pasting shells & seeds.

Draw shapes on the floor and ask children to place these objects on the line. To learn numerals and letters, these can be drawn on the floor and the children place pebbles on the outline.

7.3.2 CONSTRUCTION ACTIVITIES

Blocks made of wood or plastic/ cardboard boxes of different sizes - for fine motor co-ordination strengthening of fine muscles of the wrist, finger and hand and imaginative play as blocks becomes a train. This is a vigorous and noisy affair and children can release emotions by banging blocks. This play foster co-operation and sharing i.e. is social development. They are also using their cognitive abilities.

WATER & SAND PLAY

Sand play - Clean sand in a special area for digging- making cakes etc. Simple toys like cups & spades should be provided.

Water play - permanent small Shallow pond could be built or use large shallow basins. Plastic aprons could be used if the clothes get soiled. Provide small plastic, funnels , cups, bottles, plastic toys that float and toys that sink they develop fine motor control, develop an idea of conservation, idea about shape size and volume, light and weight floating and sinking properties of water. This will foster imagination, release emotions and sharing and cooperation.

7.3.3 ART ACTIVITIES FOR FINE MOTOR

- Using crayons
- Pencil or brushes for drawing
- Painting and printing
- Clay play
- Paper tearing
- Paper folding
- Paper cutting
- Pasting

There should be free indoor and outdoor activity, that is freedom in selecting the activity to play with material and the duration of time.

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7.3.4 LEARNING THROUGH EXPLORING THE ENVIRONMENT

Some of the concepts are learnt through the environment are

- Concepts of water, air, shadow, weather, seasons, day-night,time, rain& clouds (Physical environment).
- Concepts related to plants, fruits, vegetables, birds, animals, people and ourself (related to living things).
- concept related to festivals and fairs, people in different occupation - doctor etc. Services for people - post office etc. People of different climate and culture - habits doers and festivals (Concepts related to culture and society).

7.3.5 RELEVANCE OF LEARNING EXPERIENCE

- Learning experience should be appropriate to children's age & abilities could be done by finding out what the children themselves find interest.
- Utilize " teachable moments" - e.g. nest or tree. The teacher should be flexible and change according to the interest and situation.
- Build on childrens interest.
- Space learning – present a few facts at a time and promote children's reasoning and problem - solving skills gradually.
- Respond to the feelings of children be sensitive to the moods and expression of children.
- Conversing with children. Involve children.
- Level of learning - introduce words and facts at the level the child can understand.
- You cannot expect children to grasp everything immediately; the level of grasping will be different for each child.
- Organise trips - first hand experience within your vicinity - House Office.
- Learning is based on concrete experiences with real objects.
- Conveying enthusiasm - teacher should show interest and involvement.
- Help children discover - do and find for themselves.
- Encourage reasoning skills - thinking skills.
- Setting up a discovery area placing materials of interest for children to discuss.
- Planning play activity.

Play activities for sensory exploration

Touch - Feeling textures - different materials water / sand-play collect this uses- Coldness, roughness, wetness, hard & softness.

Smell - Food aroma and smells ginger, garlic, onion, etc. Roses flowers - Put into boxes and make them smell, Sweet smelling, foul smell, pungent and sharp smells.

Taste - Bitter, sow sweet, salty – items

vision & Hearing Recall - see - sounds - games.

Memory games - Recall stored information efficiently.

7.3.6 COGNITIVE ABILITIES

Strengthen the ability to Match - identifying and putting together those objects that are identical.

Classifying - putting together things that have some characteristic in common identify common relations identical or similar relationships.

Comparing & seriating - ordering.

Cause and Effect - relationships deficiency

7.3.7 DEVELOPING CONCEPTS

Maths related experience - Shapes / colours.

Play activity for developing the concept of shape.

Concept of size

Concept of number

1. Understand one to one correspondence distributing chalk to each child 2. Introduce counting - after pre-number - activities as match seriating, classify
   - concept of time
   - concept of space
   - concept of measurement.

7.3.8 LANGUAGE DEVELOPMENT

Listening, Speaking, Reading, Writing (LSRW) are the language skills. Encourage pre-schoolers to talk. Any play activity in the school can develop language. Draw attention something interesting and encourage children to talk. Prereading and Rewriting activities are all the play activities in a school.

Physical motor, manipulative materials/ puzzles painting pasting help in the growth of left right understanding perceptual skills, eye hand co-ordination manipulative skills - ability to see relationships between parts and wholes.

Music and movement activities, language game, stories, rhymes, discussions, dramatization and conversation all come before reading and writing.

Research shows that a child is ready at 8 to 10 years only to reading and writing. Oral language and spoken words are prerequists for reading and writing. Child should be familiar with the appearance and the sound of the letters before they can read or write.

What promotes language development

1. Auditory discrimination - sounds
2. Songs and rhymes (Relevant)
3. Stories
4. Riddles
5. Picture reading
6. Activities with fine motor co-ordination
7. Activities with eye hand co-ordination
8. Putting labels of things
9. Visual perception and discrimination - what is missing what is different what are the difference
10. Reading aloud.

Creativity - Creativity is self expression which is carried out spontaneously. Adult stereotyped answers and fear of evaluation prevent creativity.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. List down any three developmental characteristics of pre-schoolers.
   ……………………………………………………………………
   ……………………………………………………………
2. Write a short note on Language Development.
   ……………………………………………………………………
   ……………………………………………………………

7.4 FURNITURE, EQUIPMENT AND APPLIANCES

Furniture in the pre-school classroom should support children's independence in meeting their routine care needs and in conducting their play and learning activities. Basic pre-school furniture includes tables and chairs for meals and snacks, including infant seats and high chairs as well as child-size tables and chairs; cribs, cots, mats for rest or nap; diapering table and storage for diapering supplies; and cubbies for storage of children's personal items and creative work. A pre-school classroom must be essentially simple, calm, visually appealing and clutter free.

Classroom Furniture Provides the Room with Much Needed Structure

The furniture in a classroom provides the fundamental, underlying structure in the room. Pre-school tables and chairs for sitting at during large group times such as lunch, and working at during small group times, are the most important pieces of early childhood furniture in the classroom. They should be pleasing to the eye and proportionate in both size and color to the rest of the room.

The furniture should "fit" the children. When children are sitting at a table and working or playing they need to be able to feel the floor below them so that they can feel stable and anchored while they are creating. They are learning so many new skills; when their feet dangle it makes it hard for them to sit still and assume the posture and position they need to practice their newly acquired skills. It is important to have chairs that are adjustable to allow for children of different heights and weights to feel comfortable while working.

Appropriate pre-school classroom furniture can equip the teacher with a vehicle for classroom management and can give the children the ability to feel independent and secure in their space.

7.4.1 EQUIPMENT AND MATERIAL

A child in the early childhood stage learns essentially through, interacting with the environment and this interaction cannot occur in a vaccum. A child needs a stimulating environment which must necessarily have a variety of materials to arouse and sustain his interest and promote his learning. On the other hand, material constraints are a major feature of most ECE programmes. Keeping in mind this constraint it is suggested that the following points may be noted.

i. The material listed as essential/desirable is not prescriptive but suggestive. Where ever possible and requirement improvisation may be restored to.
ii. Material purchased/developed may be multipurpose in nature for it to be cost effective.
iii. In view of the extensive requirement of materials for the various developmental objectives, it will be necessary to fall back on teachers made materials.

While selecting/developing material for activities it necessary to ensure that the material is safe and have potential for learning as well as for direct manipulation by children and is not merely a teaching aid.

For meaningful learning on the part of the children the content of the material should be culture and region specific. This

includes graphic representations/illustrations which are often found to be based on alien cultures and situations. This hampers the child's identification with the material.

For effective transaction of activity based teaching learning particularly in small groups it is necessary to provide sufficient indoor material which could simultaneously engaged atleast three if not four groups of children in a class.

Regular and proper maintenance of the play material is necessary for which the staff needs to be provided both training and recurring financial allocation for contingent expenditure.

List of Essential Materials and Equipment

Domains	Materials and Equipment
Physical and Motor Development a. Gross Motor Skill	Large size blocks, wheel toys, climbers, tires, balls of different sizes, Balance beams, ladders, jungle gyms, tire structures, tunnels, slides, swings, sea-saws, hanging bars, pushing and pulling toys, tri-cycles, toy cars, trucks, aeroplanes, bean bags, hula hoops, ropes, balance planks.
b. Fine Motor Skill	Button frames, shoes for lacing, beads for stringing, building blocks, puzzles, fastening frames, locking devices, interlocking blocks, lego blocks, zipping frames, sewing cards, geoboard, foam blocks, sieves, blunt scissors, weaving cards, hammering toys, sand tools, unit and hollow blocks, adequate space for block building, sewing cards, spools to string, eue-dropper, funnel.
Social Development	Activity prop boxes, including materials related to the child's experience, such as post office, doctor's kit, house-keeping materials, toy telephones, grocery, puppets and puppet stage, toy money, pictures of helpers, dolls, doll house, name puzzles, name cards, dress-me dolls, musical instruments and so on. Activities or experiences that allow two or more children to work and share together, discarded telephones, old cameras.
Intellectual or Cognitive Development	Sensory material (feely bag, touch cards, texture books, etc.) magnifying glass, dominoes, different shapes, colour cards, matching games, building block props (stop sign, toy trucks, etc.) manipulative materials (puzzles, material for one-to-one correspondence, bingo-type games, colour lotto, seriated shapes, pink tower (montessori), peg boards, nuts and screws, inset boards, geoboard,

	colour dominoe, shape dominoe, number dominoe, stacking and nesting toys, counting books, ordering set of objects (shortest to tallest, biggest to smallest number rods, abacus, take apart toys), panbalance, texture numerals, leaves, stones, pebbles, twigs, flowers, picture cards, water-play toys, mirrors. • Collections of real objects for sorting and counting: buttons, shells, keys, pebbles, seeds, nuts and so on. • Cuisenairre rods • Geoboards and rubber bands • Play money - Balance scales • Counting books • Pre-number concept books • Sound jars • Smelling jars • Magnets • Funnels • Locks and keys • Seeds, small containers and potting soil Sequential thinking cards, reasoning cards and other such material that allow a child to reflect on, act on and learn from.
Creative Development	Varied kind of paints, varied sizes and textures of paper, sketch pens, markers clay (plasticine, potter's clay and home-made dough), mixing bowls, glue, cloth / fabric pieces, weaving frames, blunt scissors, thick crayons, bushes with long handles, yarn / wool, rolling pins and cooking cutters, coloured chalks, sponges, paper plates, water colours, nuts and bolts, plastic squeeze bottles, egg cartons, easels, open shelves, rhythm instruments (cymbab, rhythm sticks, bells, xylophone) for music and movement activities, materials for making print (fork, rolling pin, spools, vegetables, blocks), dress up clothes, straws, wood scraps and any such other materials that children can use to represent their world.
Language Development	Concept books, picture books, chalk board, word-less pictures books, on familiar subjects, story books, information books, puppets, finger puppets,

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	dress-up clothes, cassettes of stories and rhymes, language games, picture charts for language experience, textured letters, picture dominoes, letter-picture domino, letter-picture puzzles, puzzles of story characters, story cards, finger plays, reading-readiness material - picture lotto games that have pictures labelled with words, picture dictionary, name puzzles, road and traffic signs, manipulative alphabet material, old typewriter, computer, conversation charts on different topics, pictures of all kinds of objects, plants, animals and people, rhyming, sound cards, alphabet board, flannel board with cutouts characters, alphabet books, teacher and child made books. Magic slates, running small chalkboards, chalks, sand trays, writing templates (circle, square, triangle and clove shape), name cards, alphabet chart pasted on the wall in literacy area, bulletin board to display samples of childrens' writing, variety of white and coloured paper, thick crayons, thick pencils, erasers, alphabet letter print set and stamp pad, rug, storage and display rack for books, discarded rubber stamps.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. Why Furniture in the preschool classroom is so important?
………………………………………………………………………
……………………………………………………………………
4. List out any four equipments for Intellectual or Cognitive Development.
………………………………………………………………………
……………………………………………………………………

7.5 CRITERIA FOR SELECTION AND PURCHASE

The careful selection and arrangement of furnishings is an essential step in transforming an empty space into an early childhood environment.

In an early childhood classroom, furniture like tables and low-rise shelving creates spaces that help manage the students. Again, the furniture

has to be appropriately scaled, so that the teacher can see students throughout the room. Breaking up the room into zones not only gives a sense of coziness to the environment, the smaller spaces exert a passive form of control and deter running and rough play.

In addition to a meeting area that can accommodate all students, early childhood classrooms are often broken into: art/writing, blocks, dramatic play, math/science, language/literacy, science and music areas. Because of the prevalent use of manipulatives, storage should also be considered when evaluating needs for early childhood classroom furniture.

Furniture in the classroom are the staples of an early childhood classroom, and yet their proper selection is often taken for granted.

Safety should always be the first consideration in purchasing furniture or evaluating existing equipment. Next, ensure the item is appropriate for the age group it is intended.

A list of issues to consider when choosing a furniture vendor is included:

Questions to Answer When Planning Your Furniture Purchase

- Who is going to be using the furniture? The age of the children using the furniture dictates the size of the piece.
- What is the purpose of the furniture piece? For example, a table intended for dramatic play has different requirements than a table used for meals and art projects.
- What state licensing requirements effect this purchase? Some states specify the size of the chair for each age group.
- How long do you expect to use the item; is it for long or short term use? Typically, furniture is for long term use, therefore quality and durability are of utmost importance.
- What overall "feel" are you interested in achieving? Do you want a homelike, school, or utilitarian look to the classroom?
- Does someone locally own the furniture you are interested in purchasing? It is helpful to see the piece in a classroom and ask how they like it, how it is holding up, and how responsive the vendor was to their needs.
- How flexible or easy-to-move does the furniture piece need to be? Some classrooms share space and need to move shelves daily; this makes its ability to be moved easily of primary importance.

Considerations to Make When Purchasing Children's Furniture or Evaluating Existing Pieces

- The furniture piece does not present any obstacles for children with special needs.
- There are no sharp edges or rough surfaces.
- The dimensions of the furniture are appropriate for your use; consider the ages of the children using the item as well as the size

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of the classroom or area the piece will be placed. The item should not block an adult's ability to supervise any part of the classroom.

- Corners are rounded.
- Furniture is lacquered or has an acrylic urethane finish and is not painted. (Paint requires frequent maintenance to keep it looking nice.)
- Any part(s) of the item that come out or off (such as individual shelves, knobs, or attachments) should be examined for stability, safety, and the availability of parts for replacement.
- Small knobs or handles are securely fastened.
- Children cannot easily move the furniture by themselves.
- Joints (the place where the parts of a furniture piece are joined together) are well engineered; they are not simply stapled or nailed together. One of the best design features is called dowel-pinning construction. This type of construction features sections that are joined together using dowel pins, which strengthen the joints.
- The furniture will accept repeated sanitizing and does not have a textured or porous surface that is difficult to clean.
- Ask the vendor what the warranty is and request it in writing.
- Ask the vendor if the item has to be assembled. A good clue to the difficulty level of a product's assembly is how many pieces the item comes in.

Additionally, Consider the Following When Purchasing or Evaluating These Specific Items:

Classroom Shelves

- The shelf unit has a wide base to prevent tipping over when pushed or climbed. This also means it doesn't have to be against a wall.
- There are no exposed nails or fasteners. Look for shelves and backing that is not stapled on, but fits into recessed grooves and glued.
- The unit is easily moved without falling apart or breaking at the bottom.
- If the shelf unit is on wheels, these lock securely.
- The size of the shelf is appropriate. Typically, the smaller shelf units are appropriate for infants, toddlers, and two-year-olds, and the larger shelf units are for pre-schoolers and older children.

Tables

- The size of the table is appropriate for the age of the child using it.
- The size of the table is appropriate for the size of chairs that will be used. For example, some tables are not short enough to comfortably accommodate 7 1/2 inch chairs.
- The tables have legs that adjust the height of the table, so that the table can be used with other age groups.

- The table legs come off the table top and can be purchased separately as replacement pieces.
- Consider the shape of the table that best fits your classroom. A round table takes up more classroom space and has more unused space in the middle than a rectangular table. A kidney-shaped table is more restrictive in use. Typically an adult sits on one side with all the children on the other side. The table top surface is not textured or porous. Any surface that is not completely smooth is more difficult to get completely clean and sanitized.
- If there is colored trim around the table, be certain the colors will match the chairs and other furniture in the room. Most companies will send you paint chips of the different colors available.

Chairs

- The children's feet should be flat on the ground when sitting in the chair. Sigsbee suggests the following chair sizes:
  - 7 1/2 inch for toddlers and two-year-olds
  - 9 1/2 inch for three-year-olds
  - 11 1/2 inch for four-year-olds
  - 13 1/2 inch for five-year-olds and school-agers
- The chair surface is easily cleaned, and any laminate will hold up over time and continual cleaning with disinfectant.
- The feet of the chair (the bottom piece that rests on the floor) should have a nylon base instead of metal. Metal glides will eventually rust and stain the floor.
- The feet of the chair should be available to purchase separately and easily replaceable.
- If adults will be sitting in the children's chairs, check for the safe weight limit of the chair.
- The chairs will fit appropriately with the tables they are going to be used with.

Dramatic Play Furniture

- Furniture pieces with doors utilize full piano hinges (runs the length of the door) instead of doors with two or three smaller hinges. Piano hinges eliminate pinch points, a common problem with dramatic play refrigerators and cupboards.
- The doors on furniture pieces should have a 270 degree hinge. This type of hinge will allow the door to open three-quarters instead of half-way. This prolongs the life of the door. Doors that open half way will be pushed by the children and will eventually break off.

- Doors that open side to side last longer than those that open up and down. A stove door that opens up and down will be stood on and sat on by the children compared to doors that open side to side.
- Consider a set of dramatic play furniture that connects with countertops that come off and on. This adds stability to these easy-to-tip-over pieces.
- Watch for pieces that come out easily such as, sink tubs, sink hoses, and interior shelves. Are they easy to put back in? Are they easily replaced?
- If the pieces will be used to store dramatic play accessories such as food and dishes, be certain there is adequate storage space within the furniture.

Vinyl Covered Furniture

- Vinyl must withstand repeated sanitizing without fading or discoloration.
- The inside foam should be sturdy and have a heavy density. An adult should be able to sit on the piece without causing the foam to indent very far.
- Ask for sample color swatches. Do not rely on catalogue pictures to match items to your existing color scheme.
- There are two different types of vinyl covered furniture, standard and expanded. The standard type of vinyl has a laminate to make it shiny and tear resistant. However, it has the possibility to delaminate and become an eyesore. The expanded vinyl does not have a laminate, but might tear. Carefully consider how much wear the piece will receive and consult with the manufacturer or your vendor on their recommendations for your situation.
- Pieces should be securely stitched together; zippered items are not safe for young children.
- The stitching should be tight, but not pulled so tightly that tiny holes are already visible.

Sand and Water Table

- The height of the table is appropriate for the ages of children using it.
- If the table will be used with different age groups, consider a table that has adjustable legs.
- If the table will be used or stored outside, look for tables that are not constructed of wood.
- The table should be easy for one adult to drain.
- The tub is easy to lift out and dump, preferably by one adult.
- Review the depth of the tub. The deeper the tub, the more likely the material is to stay in the tub.

- Anticipate how many children you expect to use the table at one time. This helps to determine how large a table you need.

7.5.1 ISSUES TO CONSIDER WHEN SELECTING A FURNITURE VENDOR

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- Ask other programmes for names and telephone numbers of reputable vendors they use.
- Vendors with local sales representatives are sometimes more attentive and responsive to your needs.
- Ask the vendor what the company's policies are for payments, replacements, or refunds.
- Ask the vendor what happens if an item arrives damaged; who pays any shipping and packaging costs?
- Speak with the local sales representative or manager about any discounts your programme might be eligible to receive. Many vendors offer discounts for large or multiple purchases.
- Can the vendor refer you to a programme that has already purchased the furniture piece you are interested in buying?
- Will the vendor send you a sample of the item for review and inspection before purchasing free of charge? Be certain to specify the terms of the sample before agreeing to anything being shipped. Can you keep the item? If you are required to return it after a period of time, who pays the shipping costs?

7.5.2 SAFETY PRECAUTIONS

Basic concern for children necessitates ensuring safety for children.

a) Play space should ensure safety of children i.e. prevent children from running out and getting hurt from grievous injury.
b) The doors should be light in weight and should not be of self locking or swinging type.
c) There should be screens/ guard in all the windows.
d) Materials that can harm the children like tools, matches etc. should be stored in areas inaccessible to children.
e) No toxic colour/paint should be used for play equipment.
f) The equipment should be placed so as to avoid danger of accident or collision and to permit freedom of movement.
g) The equipment should not have any sharp/jagged corners, jutting nails etc. and should be of sound construction.
h) Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injury.

i) Play material should not have any loose parts which children may swallow by mistake.

j) Any arrangement made by the pre-school for transporting children should be safe , comfortable and convenient.

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7.5.3 GENERAL GUIDELINES FOR SELECTION OF EQUIPMENTS AND FURNITURE

- Focus on quality and durability, not on immediate cost savings.
- Purchase items that will help you create a warm and inviting environment in your center and classrooms.
- Select items that will inspire, and not inhibit, children's creativity and learning.
- Look for furnishings and equipment in colors and textures that blend harmoniously with other features of the space.
- Work with vendors known for high quality and long-lasting products, and who provide warranties and replacement parts.
- Ask vendors about upcoming sales or discounts.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. Why careful selection of furnishing is so important?
………………………………………………………………………
…………………………………………………………………
6. Enlist the general guidelines for selection of equipments and furniture.
………………………………………………………………………
…………………………………………………………………

7.6 LET US SUM UP

This unit attempted to deal with developmental Characteristics of Pre-schoolers, importance of Pre-school Furniture, Equipment and Appliances and the careful selection and arrangement of furnishings. Furniture in the pre-school classroom should support children's independence in meeting their routine care needs and in conducting their play and learning activities. Basic pre-school furniture includes tables and chairs for meals and snacks, including infant seats and high chairs as well as child-size tables and chairs; cribs, cots, mats for rest or nap; diapering table and storage for diapering supplies; and cubbies for storage of children's personal items and creative work. A pre-school classroom must be essentially simple, calm, visually appealing and clutter free. Appropriate pre-school classroom furniture can equip the teacher with a vehicle for

classroom management and can give the children the ability to feel independent and secure in their space.

7.7 UNIT-END ACTIVITIES

NOTES

1) Describe Developmental Characteristics of Pre-schoolers.
2) Throw light on general guidelines for purchase of equipments and furniture.
3) Explain about criteria for selection of equipments and furniture for a pre-school.

7.8 ANSWERS TO CHECK YOUR PROGRESS

1. Developmental Characteristics of Pre-schoolers
   - ❖ Children at these ages are generally energetic, curious, eager to learn.
   - ❖ Their fine muscle coordination particularly of the wrists and fingers needs strengthening, Physiologically therefore, they do not have the capacity to hold and use a pencil in a well coordinated way.
   - ❖ Their attention span is limited to maximum of 7 to 15 minutes, that too for an activity in which they are physically and mentally involved.

2. Listening, Speaking, Reading, Writing are the language skills. Encourage pre-schoolers to talk. Any play activity in the school can develop language. Draw attention something interesting and encourage children to talk. Prereading and Rewriting activities are all the play activities in a school.

3. The furniture in a classroom provides the fundamental, underlying structure in the room. Pre-school tables and chairs for sitting at during large group times such as lunch, and working at during small group times, are the most important pieces of early childhood furniture in the classroom. They should be pleasing to the eye and proportionate in both size and color to the rest of the room. Appropriate pre-school classroom furniture can equip the teacher with a vehicle for classroom management and can give the children the ability to feel independent and secure in their space.

4. Equipments for Intellectual or Cognitive Development

Sensory material (feely bag, touch cards, texture books, etc.) magnifying glass, dominoes, different shapes, colour cards, matching games, building block props (stop sign, toy trucks, etc.) manipulative materials (puzzles, material for one-to-one correspondence, bingo-type games, colour lotto, seriated shapes, pink tower (montessori), peg boards, nuts and screws, inset boards, geoboard, colour dominoe, shape dominoe, number dominoe, stacking and nesting toys, counting books.

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5. The careful selection and arrangement of furnishings is an essential step in transforming an empty space into an early childhood environment. In an early childhood classroom, furniture like tables and low-rise shelving creates spaces that help manage the students. Again, the furniture has to be appropriately scaled, so that the teacher can see students throughout the room. Breaking up the room into zones not only gives a sense of coziness to the environment, the smaller spaces exert a passive form of control and deter running and rough play.

6. General Guidelines for Selection of Equipments and Furniture**:**

- Focus on quality and durability, not on immediate cost savings.
- Purchase items that will help you create a warm and inviting environment in your center and classrooms.
- Select items that will inspire, and not inhibit, children's creativity and learning.
- Look for furnishings and equipment in colors and textures that blend harmoniously with other features of the space.

7.9 SUGGESTED READINGS

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UNIT 8-FUNCTIONAL UTILITY AND MAINTENANCE OF PRE-SCHOOL FURNITURE

NOTES

Structure

8.1 INTRODUCTION

Having the appropriate types and quantities of Indoor and Outdoor educational materials encourages and enhances hands-on learning throughout all the developmental areas. Proper materials engage children in a wide range of play, alone and with others. Children gain confidence as they make their own plans and choose materials that are of particular interest to them. Appropriate toys and materials encourage children to build muscle control and strength. Children gain practice and confidence as they manipulate materials. Toys and materials that promote active learning motivate children to pursue their own ideas and interests enthusiastically. Hardwood unit blocks help children learn about geometry, gravity, shapes, and balance while construction items help children learn about science and number.

Early childhood playground equipment is crucial for childhood development. Early childhood is a time of rapid learning, and the right playgrounds for toddlers can help kids learn important skills they may not learn in classrooms. Play spaces for younger children, for example, can help encourage them to learn independence, social skills, curiosity, creativity and more.

This unit provides a deep insight into functional utility and maintenance of pre-school furniture, importance of outdoor equipment/material for physical development and importance of equipments suitable for different age groups.

8.2 OBJECTIVES

After going through the unit you will be able to;

- Get the clear knowledge about Functional Utility of Pre-school Furniture.
- Realize the importance of maintenance of Pre-school Furniture.
- Understand the importance of Outdoor Equipment/Material for physical development.
- Appreciate the importance of Equipments Suitable for Different Age Groups.

8.3 FUNCTIONAL UTILITY AND MAINTENANCE OF PRE-SCHOOL FURNITURE

MATERIALS USED IN CLASSROOM FURNISHINGS

WOOD:

Wood is a warm, natural material. It displays colorful materials and toys well, without adding to the visual chaos of the classroom. Wood furniture often requires a higher initial investment, but lasts significantly longer than furniture made of other materials.

Type of material	Description	Functional utility	Maintenance	Comments
1. HARD WOOD	Beech, Birch, Maple, Oak	• Cubbies • Tables • Chairs • Shelf units • Dramatic play furniture • Lofts • Indoor gross motor equipment	• Very durable • Can be refinished	• Hardwood construction is generally considered to be the highest quality, and has the highest cost • Purchasing higher quality hardwood up front may be more costeffective than frequently replacing lower-priced furniture
2. SOFT WOOD	Pine, Spruce, Fir	• Shelf units • Dramatic play furniture	• Fairly durable • Can be painted or refinished to extend the life of	• Used by some smaller independent manufacturers

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		• Cubbies • Sand and water tables	the furniture • More affordable but less durable than hardwood versions	• Check on construction methods; sometimes combined with more flimsy fiberboard in shelf units or drawers
3. VENEER	Very thin slices of wood attached to particle board or solid wood; may be combined with solid wood in some furniture	• Table tops • Cubbies • Storage units • Dramatic play furniture	• High quality veneer can be more durable than solid wood since it resists cracking and warping because of its construction • In less expensive versions, exposure to moisture or the regular wear and tear of a child care classroom can lead to separation of the layers in the veneer and deterioration of the furniture	• Sometimes used to create the look of solid wood, so be sure to verify what you are purchasing
4. PLYWOOD	Made from many layers of wood veneer	• Rounded or molded furniture shapes • Lofts and activity platforms •Play furniture with interesting shapes	• Very durable • Can be refinished	• Called "laminated wood" by some manufacturers • Furniture-grade plywood is often used in building children's furniture, and has an

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				attractive smooth finish

PLASTIC:

Plastic is affordable. It's lightweight, comes in a range of colors and can be washed and sanitized, so its use in the manufacture of children's furnishings continues to grow. There are so many types of plastic that it's difficult to generalize about their uses, but the most common are discussed below. The chief drawbacks of plastic furnishings are aesthetic and philosophical.

Type of material	Description	Functional utility	Maintenance	Comments
1. MOLDED PLASTIC	Molded plastic furnishings are often child-safe and durable, with rounded edges and smooth surfaces	• Chairs • Dramatic play furnishings Large waffle blocks • Room dividers • Riding toys • Indoor gross motor equipment	• Easily washed and sanitized • Often acquires a worn or grimy appearance over time • Most molded plastic cannot be repaired	• Try to limit the color palette and cartoon-like appearance of molded plastic • Avoid flimsy light-weight plastic chairs that tip or slide out from under active children
2. PLASTIC LAMINATE	Plastic laminate is made of melamine impregnated veneer or paper that creates a smooth, nonporous surface	Table tops Cubbies Counters and changing tables Shelf units	Durable Easily cleaned and sanitized Refinishing and repairs can be difficult	• Several vendors offer color-coordinated lines of furniture • If you plan to attach cubbies or shelf units to the wall or floor, check with the vendor on the feasibility of doing so without damaging the laminate • Better versions have rounded

				corners and plastic protective edgings to guard against chips or scratches
3. ACRYLIC	Acrylic is transparent or translucent plastic, also known as Plexiglas or Lucite	• Unbreakable mirrors • Transparent easels Windows in play structures • See-through crib ends • Sand and water tables	• Shatter-resistant • Can scratch • Often discolors when exposed to sunlight for long periods • Ammonia-based cleaners can destroy the finish and appearance	• A safe and attractive alternative to glass.
4. FOAM PLASTIC	Polyurethane foam is available as plastic or vinyl-covered foam mats and cushions for child care use	• Mats • Play structures • Soft blocks • Soft seating • Indoor gross motor equipment	• Resilient and easy to shape • Higher-end products are very easy to clean and hold up well • Low-cost versions rarely have the durability needed for child care use	• Can be difficult to verify the quality of the foam and covering materials when purchasing from a catalog, so check the manufacturer's specifications • Look for vendors who offer replacement covers

NOTES

METAL:

Metal is a harsher material than plastic or wood, and has limited but important uses in child care settings. When choosing metal furnishings, pay careful attention to the connections and finishes – welded joints, machine screws or nuts and bolts. Poor quality construction can undermine the strength of the material. Watch for protruding parts or loose connections

NOTES

that could be hazardous. Colors for metal furniture parts are most often black, brown, chrome or bold primary colors. Metal's chief advantage is price and durability.

Type of material	Description	Functional utility	Maintenance	Comments
1. STEEL	In children's furniture, steel is finished with paint or chrome to create a smooth, rustresistant finish	• Legs and base on classroom tables • Frames and legs of some light-weight plastic chairs • Cribs • Utility shelves • Storage systems • Tricycles and other riding toys	• Less expensive pieces may have finishes that chip or peel, leaving it subject to rust	• Avoid steel folding tables in child care because of potential pinch hazards • Carefully examine the finish, connections where metal is attached to metal, as well as the glides on chair and table legs, to ensure safety and durability
2. ALUMINUM	A softer and less expensive version of steel, not widely used in child care	• Cots made of aluminum or steel tubes with mesh covers	• Aluminum cot frames often bend and the rubber tips get lost • Can be subject to gradual corrosion as it ages	• Plastic stacking cots may be a better option

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

1. What is the functional utility of hardwood furniture?

   ……………………………………………………………………………
   ……………………………………………………………………

2. How will you maintain molded plastic furniture?

   ……………………………………………………………………………
   …………………………………………………………………..

8.4 INDOOR AND OUTDOOR EQUIPMENTS

8.4.1 OUTDOOR EQUIPMENT/MATERIAL

NOTES

Essential

i. Commercially available or improvised equipment from the environment for providing experience like climbing, jumping, balancing, swinging swaying, cycling etc. should be provided.
ii. Equipment like large and small balls, old tyres, rings etc. for throwing , rolling, catching and kicking experiences should be provided.
iii. Sandpit/sandbox, trays, plastic stainer, containers e.g. plastic mugs, kotoris, different moulds etc. for sand play should be provided.
iv. A basin/bucket, mugs and cups of different sizes, sieves and floating toys of water play should be provided.

8.4.2 INDOOR EQUIPMENT/MATERIAL

i. Play materials for manipulative play, for example from boards, mosaic, tiles , nesting toys, beads, wire, leaves, twings, pebbles, clay, sand and any other material that the child can manipulate.
ii. Play material for constructive play, for example wooden/plastic blocks, boxes, tubes, cartons etc.
iii. Material for imaginative play/role plant- dolls, doctors set, old dresses, toys/kitchen utensils, mirror, old spectacle frames, purses, old shoes, weighing scales, clock and other commercially available toys and traditional toys and games.
iv. Commerically available or indigenously available materials to faster specific language and cognitive skills.

Language Skills

a) Listening- story telling aids like picture books, puppets flennolograph, story cards etc.
b) Vocabulary building and verbal expression conversation charts pictures, flash cards, picture dominoes, picture books, collection of rhymes and stories.
c) Reading readiness- picture cards/strips/charts for auditory and visual discrimination and auditory and visual association.

d) Writing readiness - slate, chalks, crayons, black board, drawing paper, stencils etc.

Cognitive skills

a) Sensory development - sound boxes, visual discrimination cards, touch cards, feely bag, smelling boxes, food items of varying tastes etc.
b) Concept Formation - materials in the environment, cards, picture, jigsaw puzzles, self corrective puzzles for matching, sorting., arranging, classifying, problem solving, memory and sequential thinking.

Note: cognitive material should include material for all concepts such as colour/shape space, pre-number concepts and concepts related to social, physical and biological environment.

(V) Material for Art/Craft Activities

a) Material for tearing/cutting and pasting e.g. Scissors, paper, cloth, gum, fevicol etc.
b) Material for drawing/colouring/painting e.g. crayons, paints , colours , paint brushes , paper, coloured chalks, slates etc.
c) Material for clay work e.g. clay, shallow basin, plastic cloth, strainer, fumbler etc.
d) Material for stitching, e.g. blunt needle, coloured thread, gunny bag, cotton cloth, beads etc.

Note: Any useful waste material for example, cartons, bottles and lids, thermocol, cloth pieces, scraps, newspapers and magazines etc. can be used.

(vi) Material for Music and Movement Activities.

Essential

a) Harmonium
b) Dhapli

Desirable

a) Dhalak
b) Drum
c) Tambourine
d) Triangles
e) Rhythmic Cymbals
f) Ghungroos
g) Any other locally available or improvised teacher made material.

FIRST AID KIT

Essential

a) Bandages
b) sticking Plaster
c) Sterilized surgical cotton wool
d) Gauze
e) Thermometer
f) Scissors
g) Pincers
h) Antiseptic ointment
i) Potassium Permanganate
j) Gentian Violet
k) Mercury Chrome.

Desirable

a) Audio Visual Equipment
    i. video
    ii. Television
    iii. Slide Projector
    iv. Tape Recorder
b) Keeping Pets and aquarium

Note: Care of pets and aquarium should be ensured during holidays also.

MATERIALS AND EQUIPMENT FOR EARLY CHILDHOOD CLASSROOMS

DRAMATIC PLAY

- Child-sized kitchen equipment (with pots and pans)
- Dishes and silverware
- Tables and chairs
- Telephones
- Child-sized ironing board and iron
- Child-sized cleaning equipment (brooms, mops, dustpan, etc.)
- Assorted dolls
- Doll clothes
- Doll bed, carriage
- Dollhouse, furniture
- Assorted tubs, buckets, dishpans
- Assorted dress-up clothing and costumes

BLOCKS

- Blocks
- Block accessories (people, cars, safety signs, etc.)
- Small blocks (sets of cubes, small colored blocks)

- Sturdy wooden vehicles (cars, trucks, boats, planes, tractors, fire engines, buses, helicopters)

ART

- Adjustable easels
- Brushes (half-inch to 1-inch widths)
- Liquid tempera paint (in a variety of colors)
- Painting smocks
- Crayons
- Colored chalk
- Clay
- Scissors
- Glue
- Paper (construction paper in a variety of colors, tissue paper, newsprints, white drawing paper)
- Drying rack for paintings
- Miscellaneous supplies (fabric scraps, rickrack, yarn, ribbon, glitter, buttons, natural materials)

LIBRARY/LISTENING/WRITING

- Computer and printer
- Typewriter
- Paper (various colors, sizes, shapes) and writing instruments (pencils, markers)
- Tape recorder, tapes, books with tapes
- Record player
- Flannel board with stand and flannel pieces
- Books (professional and published by classroom authors)
- Magazines

MANIPULATIVE/GAMES

- Hand puppets
- Puzzles
- Games (board games)
- Beads and strings
- Sewing cards
- Manipulative materials (ranging from stacking rings to very complex materials)
- Tinkertoys
- LEGO bricks, Bristle Blocks

SCIENCE/DISCOVERY

- Aquarium
- Terrarium
- Magnets of various kinds
- Magnifying glasses

NOTES

- Prism
- Metric measuring equipment, test tubes, slides, Petri dishes
- Pattern blocks
- Pegs and pegboards
- Scales
- Rhythm instruments
- Sandbox
- Water table with top
- Workbench with equipment

PHYSICAL EDUCATION

- Balance beam
- Tumbling mat
- Rocking boat
- Steps
- Walking boards
- Jungle gym
- Fabric tunnel
- Sawhorses
- Climbing ladder, climbing rope
- Balls of various sizes
- Ropes, hula hoops
- Bowling set
- Outdoor equipment (gardening tools)

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

3. What are the uses of outdoor equipment/material for large muscle development?
…………………………………………………………………………
……………………………………………………………………
4. List out the materials used for Art/Craft Activities.
…………………………………………………………………………
……………………………………………………………………

8.5 EQUIPMENTS SUITABLE FOR DIFFERENT AGE GROUPS

Children are developmentally different in size and ability. These areas should be marked by signage indicating the age-appropriate areas. Consider the following factors when selecting equipment in order to help

make play areas developmentally appropriate, more enjoyable, and safer for children.

Ages: 6 months - 23 months

Play areas for children 6 months through 23 months should offer places where children can have space to move and explore. Appropriate play areas for this group should provide places to crawl, stand, and walk.

Ages: 2-5 years

Play areas for children ages 2-5 should offer areas with smaller steps and crawl spaces. Appropriate play areas for children ages 2 - 5 could include: areas to crawl; low platforms with multiple access such as ramps and ladders; ramps with pieces attached for grasping; low tables for sand, water and manipulation of materials; tricycle paths with various textures; flexible spring rockers; sand areas with covers; and shorter slides (usually no taller than 4 feet).

Ages: 5-12 years

Developmentally appropriate play areas for school-age children could include: rope or chain climbers on angles; climbing pieces; horizontal bars; cooperative pieces such as tire swings, slides and sliding poles; and open spaces to run and play ball.

Play materials in the classroom are extremely important for multiple developmental perspectives such as cognitive, social/emotional, physical, and language. Teachers need to be cognizant of the age-appropriate play material/equipment and furniture for the classroom.

Examples of Age Appropriate Playground Equipment

Toddler – Ages 6-23 Months	Pre-school – Ages 2-5 Years	Grade School – Ages 5-12 Years
• Climbing equipment under 32” high • Ramps • Single file step ladders • Slides • Spiral slides less than 360° • Spring rockers • Stairways • Swings with full bucket seats	• Certain climbers • Horizontal ladders less than or equal to 60” high for ages 4 and 5 • Merry-go-rounds • Ramps • Rung ladders • Single file step ladders • Slides • Spiral slides up to 360° • Spring rockers • Stairways	• Arch climbers • Chain or cable walks • Free standing climbing events with flexible parts • Fulcrum seesaws • Ladders – Horizontal, Rung, & Step • Overhead rings • Merry-go-rounds • Ramps • Ring treks • Slides • Spiral slides more than one 360° turn • Stairways

	• Swings – belt, full bucket seats (2-4 years) & rotating tire	• Swings – belt & rotating tire • Track rides • Vertical sliding poles

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Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

5. Why the equipments should be suitable for different age groups?
………………………………………………………………………
………………………………………………………………………
6. List down the equipments suitable for age 2-5 years.
………………………………………………………………………
……………………………………………………………………...

8.6 LET US SUM UP

Pre-school outdoor play equipment can also encourage early exercise, play and activity. This is especially important in helping to develop motor skills, balance and physical skills. It can also help set up children for a more active life overall by teaching them how fun active play can be. Pre-school play equipment is also important in engaging children before they are old enough to go to school. It can help children start to learn about the world around them and can prepare them for the more social environment of school. Thus in this unit you have learnt about functional utility and maintenance of pre-school furniture, importance of outdoor equipment/material for physical development and importance of equipments suitable for different age groups.

8.7 UNIT-END ACTIVITIES

1) Describe Functional Utility and Maintenance of Pre-school Furniture.
2) Throw light on the importance of Indoor and Outdoor Equipments for pre-schoolers.
3) Explain about criteria for selection of equipments and furniture suitable for different age groups.

8.8 ANSWERS TO CHECK YOUR PROGRESS

1. Functional utility of hardwood furniture
    - Cubbies
    - Tables

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- Chairs
- Shelf units
- Dramatic play furniture
- Lofts
- Indoor gross motor equipment

2. Maintenance molded plastic furniture
- Easily washed and sanitized
- Often acquires a worn or grimy appearance over time
- Most molded plastic cannot be repaired

3. Outdoor Equipment/Material for Large Muscle Development
- Commercially available or improvised equipment from the environment for providing experience like climbing, jumping, balancing, swinging swaying, cycling etc. should be provide.
- Equipment like large and small balls, old tyres, rings etc. for throwing , rolling, catching and kicking experiences should be provided.
- Sandpit/sandbox, trays, plastic stainer, containers e.g. plastic mugs, kotoris, different moulds etc. for sand play should be provided.
- A basin/bucket, mugs and cups of different sizes, sieves and floating toys of water play should be provided.

4. Material for Art/Craft Activities
- Material for tearing/cutting and pasting e.g.Scissors, paper, cloth, gum, fevicol etc.
- Material for drawing/colouring/painting e.g. crayons, paints , colours , paint brushes , paper, coloured chalks, slates etc.
- Material for clay work e.g. clay, shallow basin, plastic cloth, strainer, fumbler etc.
- Material for stitching, e.g. blunt needle, coloured thread, gunny bag. cotton cloth, beads et

5. Children are developmentally different in size and ability. These areas should be marked by signage indicating the age-appropriate areas. Therefore we should select equipments in order to help make play areas developmentally appropriate, more enjoyable, and safer for children.

6. Ages: 2-5 years : Play areas for children ages 2-5 should offer areas with smaller steps and crawl spaces. Appropriate play areas for children ages 2 - 5 could include: areas to crawl; low platforms with

multiple access such as ramps and ladders; ramps with pieces attached for grasping; low tables for sand, water and manipulation of materials; tricycle paths with various textures; flexible spring rockers; sand areas with covers; and shorter slides (usually no taller than 4 feet).

8.9 SUGGESTED READINGS

NOTES

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NOTES

BLOCK III: MAINTENANCE OF RECORDS

UNIT 9 - RECORDS TO BE MAINTAINED IN PRE-SCHOOL

Structure

9.1 INTRODUCTION

Record is the one of the important factors to keep the details of the children. To maintain the school register and record goal is to ensure there is a well-organized record keeping system in place to ensure smooth function of their crèche. In every institution, it is very much important to maintaining the records in a pre-school or crèche, because crèche serves as a direct to the children's all round development and growth. Records should be maintained appropriately, so that it will be helpful to plan and guide the children. Records are useful to the teacher community to realize the school readiness of the child. The record is giving the overall details of the child's like physical, social, intellectual, moral, language and emotional development as well as his/her weakness. The purpose of register was to record details about children admitted to the crèche, and about their parents. The register was also helpful to support the progress of the children through various aspects.

This unit brings out the detail of records and register as well as types and the importance of the record keeping system. Different types of tools are used to assess and record the information.

9.2 OBJECTIVES

After going through the unit you will be able to;

- Define Records and Register.
- List out the types of records and registers.
- Distinguish between records and register.
- Understand the importance of the maintaining the records and registers.
- Know the child's general information to be recorded.
- Identify the assessment tools for recording the information.

9.3 RECORDS TO BE MAINTAINED IN A CRECHE

For efficient management of Early Childhood Education programmes there is a need for maintaining systematic records and registers. These should however be simple in format to facilitate their maintenance by the teachers/ workers who may not be adequately skilled for the job. Also the filling of records and registers should not be so cumbersome as to be done at the cost of the actual implementation of the programme.

9.3.1 RECORDS

Admission Records

a) Registration forms
b) Personal data sheet of the child
c) Detailed background information of the child

Progress Records

Records of progress of children in the various developmental aspects at given period of time on the basis of:

a) Children's work
b) Teachers observations

Teacher Diary

Monthly and Daily programme diary of teachers.

9.3.2 REGISTERS

Register is an official list or record of names or items.

i. Attendance Register of
   a) Staff
   b) Children
ii. Accounts Register
iii. Stock Register
iv. Staff profile

9.4 RECORD KEEPING

Record keeping forms an integral part of any childcare service. It is recommended that every childcare provider has an efficient record keeping system in place to ensure smooth operation of their childcare centre.

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Efficient file keeping is vital for the success of any business, let alone childcare service. Try to keep your filing system as simple as possible.

Here are some of the documents that every childcare provider should maintain:

- Receipts and paid bills – by month, alphabetical or category
- Receipts for assets, with purchase date and value
- Bank statements
- Child care information – food programme and provider training records
- Contracts – business registration papers, licenses, insurance policies, lease, professional service agreements
- Customers – information about each child, customer contract, medical release forms, child immunization records, emergency contacts
- Inquiries (waiting list)
- Payables – bills that you need to pay
- Payroll records, if applicable
- Receivables- documentation of invoices that you have submitted and that should be received
- Staffing information
- Suppliers
- "To do" tasks

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. What is Record?
   ………………………………………………………………………………
   …………………………………………………………………..…
2. Write down the types of Records and Registers.
   ………………………………………………………………………………
   ……………………………………………………………………
3. Define Register.
   ………………………………………………………………………………
   ……………………………………………………………………

9.5 MAINTENANCE OF RECORDS

Maintenance of Records is of great value in guiding the behavior and planning the education of the individual child: for evaluating programme methods and achieving the objectives of the nursery school. The school is social institution and is answerable to parents who send their children for receiving education, to local and state governments - which maintain it; to society for which it is an organized agency. To the pupil - the school helps them to develop physically, socially and culturally through its programmes, functions & activities . All this makes the keeping of records very essential. It not only constitutes a measure of effectiveness of the school system but also an important aspect of administration.

Parents and teachers are interested in students' records for different reasons. Parents want to be able to keep track and monitor their child's progress in school. Good schools typically have the same motives. In addition, schools collect and keep records to enable effective school management; cost efficiency, maintenance and fine tuning operations.

There are many types of records that can be kept in a school. While most schools only keep compulsory records and haphazardly too, innovative schools meticulously keep all sorts of records: Health records, admission records, attendance, lesson plans, time tables, reports, disciplinary records, school diary etc. and use them for constant improvement.

9.5.1 IMPORTANCE OF MAINTAINING SCHOOL RECORDS

Maintaining up-to-date and accurate records is essential to protecting the health, safety, and well-being of children. Inaccurate information may result in a child being released to the wrong individual, receiving the wrong medication, or receiving inadequate care. Providers who wait until an inspection to check their records may find that gathering needed information may not be possible i.e. the family no longer attends the facility. Providers are encouraged to set aside time to organize and check their records for accuracy and verify that parents have provided required enrollment documentation for facility records.

Good record keeping will assist by

- Helping you meet the individual health and safety needs of the children in your care;
- Assisting you in being prepared and organized in times of emergency or when communicating critical information to parents and or emergency personnel;
- Providing documentation of child observations;
- Maintaining the confidentially of information; and

NOTES

- Ensuring children, staff and volunteer records are kept on file and are up-to-date.

It is important to have a reliable recordkeeping system that works for your facility. Poor documentation could result in other rule violations. Providers should have a plan in place as to how they will access records at all times, including when a disaster or emergency occurs. Providers are encouraged to review the applicable rule(s) with staff to increase awareness of the rule requirement. Providers with questions about the adequacy of their documentation should consult with their Child Care Facility Specialist for technical assistance.

School records should give priority to recording data and information about the following aspects of school:

- **Students** – personal and family characteristics, previous educational experience, current grade, attendance, academic performance, behaviour, achievements/faults, outcomes (e.g. promotion to next grade, repeating grade, drop-out, transfer, or graduation).
- **Teachers** – personal characteristics, past education, qualification, pre-service and in-service teacher training received, years of service, employment status, subject specialization, class/subject taught, teaching load, special skills, attendance, performance, behaviour, achievements/faults.
- **Finance** – school budget and income by source, expenditure by type, financial balance.
- **Physical facilities** – quantity and conditions of school buildings, classrooms, furniture, equipment and other physical facilities; maintenance, repairs and new constructions; rate of utilisation.
- **Teaching/learning materials** – quantity and conditions by type of material, new acquisitions, rate of utilisation.
- **Learning achievement and outcomes** – results of tests, examinations and assessments (regarding academic, behavioural and other student attributes).
- **Extra-curricular and co-curricular activities** – type of activities, schedules, staff involved, number of participants, results, impact.
- **School and community interactions** – school management board meetings, parent-teacher association activities, school-and-community activities.

9.5.2 Need for maintaining School Records

Self Instructional Material

1. To satisfy the legal requirements of the state - with the statistics of the number of children - which is essential for the distribution of grants and aid to the school.

2. The prepare inventory statements for the financial needs which are necessary to be furnished to the department of education for future plans.
3. To appraise the effectiveness of the institutional programmes; These records will reveal the progress of each pupil and the strength and weakness of the educational programme. This will help the administrators to know in which direction desirable.
4. To understand research; It supplies comprehensive data to those who undertake the responsibility of education of through research and reform.
5. To develop co-operative and constructive relationship with the home and community by sending reports to parents regarding due merits and short comings of their children.

9.5.3 Advantages of School Records

1. Records are helpful to the school to locate each pupil, to remove undesirable conditions, to find out if the school funds are being adequately met.
2. Records help the classroom teacher to know what a child is capable of doing and to provide learning activities suitable to each child. To identify and make proper provisions for the mentally slow.
3. To help the children in many ways like in doing his best in making a good report and in receiving fair conditions.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

4. Write down the need for maintaining the school record.

………………………………………………………………………
…………………………………………………………

5. Write the advantages of school record.

………………………………………………………………………
…………………………………………………………

9.6 SOME OF THE RECORDS FOUND IN A PRE-SCHOOL

1. **Health Record**:

This is essential for parents, teachers and doctors to understand the child better. The height and weight of the children should be recorded which will help the school to

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know the child’s physical growth and nutritive status.

2. **Attendance Records**:

   Attendance of all the children should be taken and maintained well. This well help to know whether the children are regular to school or not. The teacher should insist on leave letters and they should be filed.

3. **Stock Register**:

   Adequate details of the stocks should be maintained which will help to know what is essential for the present and the future. All the articles should be recorded in the register under proper headings and this should be checked periodically.

4. **Record of general information of the child:**

   This consists of detailed information of the child and his family.

The following information should be recorded.

1. Name of the parents/guardian.
2. Age of the mother, father
3. Occupation/Income
4. Ordinal position of the child.
5. Type of family.
6. Mother tongue.

All this information is collected after the child is admitted to the school. This will help the teacher to understand the child better.

5. **Admission Forms**

   This is given to the parents when they contact the school for the first time. This information should be entered in a register at the time of admission and at the time of withdrawal. The date and reason for the withdrawal should also be recorded.

6. **Record of Receipts**

   Receipts should be given to the parents upon the payment of the fees. The receipts should be accounted to the auditor.

The tools of assessment are suggested below which give ways of recording the information.

a) Anecdotal records,
b) Samples of children's work,
c) Daily or weekly observation notes about progress
d) Checklists or rating scales

a) Anecdotal Notes:

Anecdote records provide a brief and factual description of a situation, incident or behavior. It is one of the methods of observation about children's behavior.

- Anecdote record must include name of the activity, observer, place of observation (indoor and outdoor), number of children involved, type of development observed, date and time.
- Notes and descriptions should be specific and factual (what actually happened, children's actions, reactions).
- Design a format or system to record the description of events. Like, if the teacher observes a child in language area she may record her progress in language development.

b) Portfolio:

Portfolio helps to capture many dimensions of children's development and learning. It is difficult to incorporate into a portfolio everything a teacher need to know about a child but try to make each item that goes in the portfolios as informative as possible such as work samples, photographs, drawings etc.

Types of items that can be included in portfolio:

- Work samples and products (sample of drawing, printing, pasting, attempts of writing, practice work sheets, any other art medium)
- Photographs of a child engaged in any activity area/work/play
- Photographs of collage prepared by child/children
- Audio tapes and video tapes
- Interviews- audio and video
- Organised and structured observations, performance assessment
- Anecdotal records and jottings
- Dictated drawings
- Participation chart—what a child did on a given day or during a given period.

c) Daily or weekly observation notes about progress:

Observation is a process of watching and documenting a child at work without interfering. Its main purpose is to provide information about each child's total development, their progress and changes that occurred over a period of time. It is to understand 'What do they know'? 'What are they able to do'? 'What are their feelings, interests, and attitudes? How is their physical health', and 'What would encourage her/his involvement?' This information helps in drawing valid conclusions and providing appropriate practices and learning materials and arrangement of the

learning environment. Following points must be decided before observation:

- Whether to observe the whole group or a small group or individual child?
- What point of various to be observed? - (How the child initiates, interacts with peers and also while playing, doing activities in activity areas; with children, and with teachers)
- Where to observe -in activity areas, while doing worksheets; on the playground, etc.
- How long to observe
- How many times to observe
- How to document the observations.

How to observe and assess?

- Observe how the child is developing and learning in her/his own way. For example, if a teacher is familiar with all 20 children of her class, she should be able to relate the child by the specific descriptions provided about her/his behavior, without actually seeing the child.
- During observation try to understand how to enhance classroom activities and pedagogical practices. Use observation data to reflect on the classroom environment, curriculum and whether teaching-learning experiences are working well or need modifications to better meet children's needs. Keep a page for each child to document teacher’s observations.
- Know 'where do children stand under different dimensions' in their development and learning. This information on observation can be effectively used for classroom planning, making activities relevant and appropriate for individual children and the group.
- Identify children who need special attention and help.
- Use mobile phones, audio / video recorders, cameras, checklists, notebooks etc., to record.
- Get the feedback from the supervisors, in-charges, head masters and other follow teachers for making changes in the classroom practices and programme plans.
- Avoid any preconceptions or biases during observation. They should be using their understanding of child development as a filter to identify expected behavior as well as pick up critical points that indicate a child might be struggling with learning.

Observations should:

- Occur multiple times over a period of time(e.g. teachers, parents), and

- Collect information from multiple contexts (e.g. classroom, playground, home).

Observations can be used by the teachers for different purposes, for example, on

- Individual child- "to focus on one or more specific area(s) of development e.g. selfhelp skills, transition from one activity to another etc."
- Groups of children - "to focus on one or more skill(s), e.g., abilities to communicate, share and take turns, complete task in group, classify on the basis of one category etc."
- The whole group-to assess whether all children have mastered one skill, e.g. balancing while walking on a drawn line, identify the initial sounds of particular at least 4-5 graphemes (letters) etc."
- An area of the room-to assess whether the area is appropriately used and what activities occur there, whether and how the children are using print displayed in the classroom etc.

d) Checklists or rating scales:

Checklists are a list of learning outcomes, behaviors, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklists as "Yes" or "No" to indicate whether a particular child exhibited a behavior during that observational period.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

6. Define any two records found in Pre-school.

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7. List out the assessment tools.

………………………………………………………………………

………………………………………………………………………

9.7 LET US SUM UP

This unit provides the necessary background knowledge on records and register. Here the meaning of records and registers are well known to the students. This unit covers Records and register to Be Maintained in A Crèche , Record Keeping, Maintenance of Records ,Importance of Maintaining School Records, Need for Maintaining School Records, Advantages of School Record, Some of the Records Found in A Pre-

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School. It also provides the different types of assessment tools to assess and record the student information.

9.8 UNIT-END ACTIVITIES

1. Describe briefly about the types of Records and Register.
2. Write down the Importance and need for maintaining School record.
3. Explain about various records found in a pre-school.
4. Explain the tools of assessment in recording the information.

9.9 ANSWERS TO CHECK YOUR PROGRESS

1. Record is the one of the important factor to keep the details of the children. Record is a group of related data or a piece of evidence about the past, especially an account kept in writing.
2. Various types of records and registers are
   Admission record, Progress Record and Teacher Diary and Attendance register, Accounts Register, Stock Register and Staff profile.
3. Register is an official list or record of names or items.
   Admission Register: Each Head Teacher shall keep an Admission book to record the names and ages of all students entering the school for the first time.
   Attendance Register: Each teacher shall keep a daily Register of attendance of all pupils in their class.
   Staff Register: The Head Teacher shall keep in his/her office a Register of teachers' attendance. Each teacher is to sign the Register when they start and finish work each day.
4. Need for maintaining School Records
   - To satisfy the legal requirements of the state - with the statistics of the number of children - which is essential for the distribution of grants and aid to the school.
   - The prepare inventory statements for the financial needs which are necessary to be furnished to the department of education for future plans.
   - To appraise the effectiveness of the institutional programmes; These records will reveal the progress of each pupil and the strength and weakness of the educational programme. This will help the administrators to know in which direction desirable.
   - To understand research; It supplies comprehensive data to those who undertake the responsibility of education of through research and reform.

- To develop co-operative and constructive relationship with the home and community by sending reports to parents regarding due merits and short comings of their children.

5. **Advantages of School Records**

- Records are helpful to the school to locate each pupil, to remove undesirable conditions, to find out if the school funds are being adequately met.
- Records help the classroom teacher to know what a child is capable of doing and to provide learning activities suitable to each child. To identify and make proper provisions for the mentally slow.
- To help the children in many ways like in doing his best in making a good report and in receiving fair conditions.

6. Health Record: This is essential for parents, teachers and doctors to understand the child better. The height and weight of the children should be recorded which will help the school to know the child's physical growth and nutritive status.

Attendance Records: Attendance of all the children should be taken and maintained well. This well help to know whether the children are regular to school or not. The teacher should insist on leave letters and they should be filed.

7. Tools of assessment

- Anecdotal Notes
- Portfolio
- Daily or weekly observation
- Checklists or rating scales

7.10 SUGGESTED READINGS

1. Abdul Hai Mohammad.(2013) Early Childhood Care and Education, Hirmoli Press, New Delhi.
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4. Mishra. L.(2012) Early Childhood Care and Education, APH Publishing Corporation, New Delhi.
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6. Sharma Rajeev.(2007) Complete Book of Child Care, Lotus Press, New Delhi.
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UNIT 10 - MAINTENANCE OF RECORDS

NOTES

Structure

10.1 INTRODUCTION

The purpose of school registers and records is to better organize record keeping and ensure there is an efficient system for keeping and passing on information. Record is one of the important factors that to keep the details of the children. To maintain the school registers and records goal are to ensure, there is a well-organized record keeping system in place to make sure smooth functioning of the School. The importance of good record keeping transcends into short and long term benefits and affects the overall achievement of educational objectives. A school Cash book is a type of additional book where cash or bank receipts and cash or bank payments made during an admission period and monthly fees are recorded for further reference. Cumulative record is record of information about an individual over a long period during the course of study. The management of records in schools, like in any other organization, is a cyclic process involving principals, teachers, students, messengers and cleaners. Most records are handled by school heads and are kept manually, hence the processing, retrieval and utilization of records is not always easy.

This unit brings out the details of different types of register, its maintenance and importance, as well as giving the knowledge of cumulative records.

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10.2 OBJECTIVES

After going through the unit you will be able to;

- Understand the importance of keeping the records.
- Know about the maintenance of the records.
- Identify the types of school records.
- Recognize the characteristics of Good Record Management.
- Define the registers.
- Describe the types of register.

10.3 MAINTENANCE OF RECORDS

Maintenance of records Registers and records form the core of any organization. They provide deep insight into the state and status of the organization. A school is no exception. We maintain so many records to keep track on the events going on in school.

The purpose of school registers and records is to better organize record keeping and ensure there is an efficient system for keeping and passing on information.

Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration. Thus, it is essential that records are kept in school for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in school systems globally. The importance of good record keeping transcends into short and long term benefits and affects the overall achievement of educational objectives.

10.3.1 IMPORTANCE OF KEEPING RECORDS IN SCHOOLS

Accountability:

Record keeping is vital to an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection. School records are an important means of accountability because they provide proof. Records such as cash books and stock books help to ensure accountability as they show income, expenditures and stock levels in a school. These cash and the stock books can then be made available to auditors on demand for the auditing of school funds and facilities.

Decision Making:

School records help school administrators to make decisions. Records provide raw data that enable coherent, balanced and objective

decisions on issues such as promotion, student and staff discipline, and teaching and learning performances.

Employment:

Properly kept records on the human resources serve useful employment and planning related purposes. The number of staff, their areas of specialization, qualifications, age, gender, and so on will help the principal to determine the human resource needs and assets of his or her school. Consistent information kept about employees can also be used in employee performance appraisals.

Guidance Counselors:

School records are of great importance to school guidance counselors as these records can provide counselors with a holistic picture of the students they counsel (academic grades and achievements, disciplinary measures taken and/or extra-curricular activities) and can help counselors to track student progress.

Information Bank:

Records kept in schools serve as an information bank from which school administrators can recall information as needed.

Information for Parents:

Parents often want to know how their children or wards perform academically. Records of school report cards and/or end of term results should be kept by schools so that parents wish to review or discuss past student performance.

Planning:

Accurate data assist educational planners to identify areas of need that should be addressed or accorded priority attention.

Student Academic Achievement and Behavior:

Certificates and testimonials are issued to graduating students to show how they performed during their studies. Properly kept records can help considerably in the accurate production of thorough certificates/testimonials.

Subject Time Table:

School time tables help in the coordination of staff and student activities and work. Keeping track of time tables from year to year can help a school and school administrators determine which combination of classes and teaching assignments work best to optimize teaching and learning.

Supervisors/Inspectors:

The availability of records enables supervisors or inspectors to objectively assess student and staff performance and offer advice or proposals for improvement.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit.

1. What is Record keeping?
…………………………………………………………………
……………………………………………………………
2. Write any three importance to keeping records in the school.
…………………………………………………………………
……………………………………………………………

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10.3.2 TYPES OF SCHOOL RECORDS

Educational management involves planning, controlling, implementing and monitoring of policies, as well as teachers and students activities. It embraces daily management as well as the formulation of short, medium and long-term objectives, policies and strategies in support of the educational goals. Good record keeping is critical to the success of any school system, no matter the size and whether or not it is in the public or private (UNESCO, 2005). In the public sector, the rendering of accounts for public scrutiny is key to accountability in governance (Ololube, 2009). As such, records keeping play a significant role in effective school management, and if records are not well managed, the school management function suffers (Gama, 2010).

To this end, school records can be classified into two types: statutory and non-statutory records. Statutory records are records prescribed by education edicts and laws of a state which must be maintained by school administrators. Non-statutory records, while not prescribed by law, are equally as important to the smooth functioning of a school. Ololube (2013, pp. 104-107) has identified a number of examples of the records found in schools and school systems:

1. Admission and withdrawals register:

The admission and withdrawals register shows the names of students that are enrolled each year in various classes in a school and the names of those who withdrew from various classes in the school.

2. Attendance register:

Attendance register shows the daily record of student attendance in each class in the school. At the end of every term, the class teacher closes the register and submits it to the school head to crosscheck and sign.

3. Class timetable:

Class timetables are a record of how, when and where classes are held. These keep students organized and informed about upcoming classes and help students to manage their time and schedule.

4. Education edicts and laws:

Education edicts are announcements of a law governing an educational system. They are decrees or proclamations issued by an authority that have the force of law.

5. Health records:

Are records of the names of students who were ill and sent to local health centers, school sick bays or the hospital for treatment. These records indicate the nature of the sickness and the treatment administered.

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6. Individual cumulative record card:

This is a continuous record or a combination of records that contain comprehensive information about a student. It provides a summary of a student's academic progress in school and also includes the student's name, age, date of birth, date of admission, family background, social or extra-curricular activities, etc.

7. Lesson plan:

Lesson plans are records kept to guide teachers during their teaching activities. These are written on a weekly basis to determine what and how the teacher will teach. A lesson plan is developed based on the school's scheme of work, unit plan or curriculum. It is presented to the head teacher for assessment, signature, date and name before it can be used for teaching.

8. Log book:

A log book is an important official record kept to track significant happenings that take place in the school such as the death of students and staff, dates of resumption and closing of the school term, staff and student misbehaviour, etc. The head teacher keeps this book safely secured and must be presented to the Ministry of Education or School Board upon request.

9. National Policy on Education:

The National Policy on Education (NPE) is a policy formulated by a government to promote education across the country. The policy covers early childhood, primary (elementary), secondary, and higher education. It also includes adult and non-formal education, technical and vocational education, distance education, educational services, planning, administration and supervision, and financing education.

10. Disciplinary records:

Disciplinary records are kept to protect students from arbitrary punishment from teachers and to exonerate teachers from unwarranted criticisms by parents or students. In most cases, the head teacher approve of any disciplinary action before it is administered to a student or students. Records concerning the disciplinary action and its approval are documented for future reference.

11. School cash book:

A school cash book is a system that helps organise school finances. It is a simple record that details all payments made and income received. It shows receipt of items and all expenditures. This book is kept with the accountant or clerk in the absence of a school treasurer.

12. School stock book:

The school stock book shows the current supply of equipment and other materials in the school. It is usually divided into two parts. The first part showing the consumables items (chalk, dusters, diary, registers, etc.) and the other are showing non-consumable items (furniture, television, tape

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recorders, sporting and athletic equipment, etc.). It contains name, date of supply, and expiring dates of goods supplied, if applicable.

13. School timetable:

A school timetable is a table used for coordinating four basic elements (students, teachers, subjects, and time slots, otherwise called periods) in a school system.

14. School diary:

The school diary, also known as a teacher's record of work, shows the things that are to be done and have been done each term for each class/subject in a school. This record helps to keep teachers motivated and on task (to complete the syllabus by the end of the term) and ensures continuity.

15. Staff and student movement book:

The staff and student movement book details the entry and exit of staff and students in a school.

16. Transfer and leaving certificates:

Transfer and leaving certificates are the forms approved by the Zonal Inspector of Education and signed by the head teacher at the request of parents to permit their children to leave one school to attend another as a result of a parent's work transfer, etc.

17. Visitor's book:

The purpose of a visitor's book is to keep records of the names and addresses of visitors, date and time of visits, purpose of visits and who the visitor requested to visit. This book is kept by the head teacher or his or her assistant.

18. Syllabus:

A syllabus is an outline and a summary of topics to be covered in a school. A syllabus for a certain subject is often set out by an examination body that controls the quality of examinations for uniformity.

19. Scheme of work:

A scheme of work is a guideline that defines the structure and content of a subject. It shows how resources such as books and equipment are to be used and how class time, class activities and class assessments are to be carried out to ensure that the learning aims and objectives of the subject are met. A scheme of work can be shared with students so that they have an overview of their subjects.

20. Curriculum:

A curriculum is the set of subjects and their content offered at a school. A curriculum is prescriptive and is based on a more general document that specifies what topics must be understood and to what level to achieve a particular grade or standard in an educational system

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10.3.3 CHARACTERISTICS OF GOOD RECORD MANAGEMENT

Managing school records according to Fasasi in Osakwe (2011) is meant to enhance the performance of school administrators. An adequate records management programme co-ordinates and protects an institutions records, sharpens the effectiveness of records as management memory, and helps to simplify intra-organisational and communication problems. The management of records in schools, like in any other organization, is a cyclic process involving principals, teachers, students, messengers and cleaners. Most records are handled by school heads and are kept manually, hence the processing, retrieval and ultilisation of records is not always easy. According to Ibara (2010) the following are characteristics or attributes of good record management (although modifications can be made):

Completeness:

Complete and comprehensive records should be kept to give users all the information needed to plan and make effective decisions.

Cost:

Records should not be too expensive to keep. This means that the financial cost of collecting, analyzing, synthesizing, storing and retrieving records should be low.

Flexibility:

Data is flexible if it can be used by more than one user at different times for different purposes.

Quality:

The quality of any information contained in any record must be accurate and reliable. The greater the accuracy and reliability, the higher the quality of information, and the more likely the information system is to work well.

Relevance:

A relevant record is one that is useful to the needs of the system. A good deal of irrelevant information is kept, particularly in schools. Data that is no longer relevant and not required by law should be securely disposed of.

Retention and Disposition of Records:

The disposition of records does not entirely mean destruction. Disposition can also include transfer of records to a historical achieve, to a museum, etc. In the case of schools, however, most records are disposed of when no longer needed. The public officials concerned may destroy these records upon expiration of the retention period.

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Timeliness:

Information contained in a record should be retrievable as it is needed rather than after important decisions have been made.

Variability:

This refers to the degree of consensus arrived at among various users examining the record. The greater the consensus among users, the more accepted the record.

Maintenance:

The maintenance of records involves all activities that ensure that they are in good condition, and kept in an orderly state. This is a central function of records management.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit.

3. What is Attendance register?
………………………………………………………………………
………………………………………………………………………
4. Write any two characteristics of Good Record Management.
………………………………………………………………………

10.4 ADMISSION REGISTER

The Admission Register is a record of all children who have entered and left the school. All pupils should have their names registered in the Admissions Register.

All pupils should be enrolled from the beginning of the school year.

No pupil should be enrolled after the beginning of the school year unless there is very good reason such as the transfer of the parent.

The information to be entered for each new child is as follows:-

1. Admission number
2. Name
3. Date of birth (indicate kind of proof seen on enrolment)
4. Home address
5. Name of parent or guardian
6. Date admitted
7. Date left school
8. Reason for leaving
9. Remarks (anything unusual about enrolment)

AGE FOR ADMISSION

A child is ready to enter in an organized Early Year Education programme on completion of 3 years of age by 31 March of an academic year, when, s/he:

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- is able to tackle separation anxiety from family.
- has developed some verbal competence and can communicate basic needs.
- has become toilet trained.

The child will move to the early primary class by 5+ years. As per RTE Act 2009 age of admission in class I is 6 years.

ADMISSION PROCEDURE

- The admission procedure in Early Year Education programme should not involve any evaluation/Interview/Interaction of children.
- No child below the age of three years should be admitted to Early Year Education programme.
- Admission should not be denied to children on the grounds of religion, caste, race, region, sex, disability and socio-economic status of the family of child.

Following suggestive strategies may be adopted for admission:

- Restrict admission to children residing within a specified range (neighborhood scheme)
- Categorization of applications needs to be category-wise and draw of lots in each category.

10.5 FEE REGISTER

When pupils pay fee, the details of the payment entered in a register and receipt issued to the that effect. The fees are handed over to the office in time. Fee concession is also sometimes granted to pupils. Record for the same also maintained.

10.6 LIBRARY REGISTER

A pre-school classroom library center is a clearly defined space that young children can use independently to browse books. The classroom library plays an important role in creating a high-quality early childhood learning experience that enriches language and vocabulary development.

Library registers should contain detailed information about the books in the library such as title, author, date of purchase/receipt, price, serial number, catalogue number etc. with a cross reference to the contingencies register.

10.7 STOCK BOOK

Self Instructional Material

The school stock book shows the current supply of equipment and other materials in the school. It is usually divided into two parts. The first part showing the consumables items (chalk, dusters, diary, registers, etc.) and the other are showing non-consumable items (furniture, television, tape

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recorders, sporting and athletic equipment, etc.). It contains name, date of supply, and expiring dates of goods supplied, if applicable.

This register keeps information of all the movable property of the school. While purchasing equipment or furniture, it must be duly entered in this property register. The head of the institution should check this register physically at least once in a year. Verification report should be recorded in the stock register. It can show which articles are missing and which need immediate repairs.

The register should contain the following information:

1) Name of the article.
2) Quantity of the articles.
3) Date of purchase.
4) Name of the firm which supplied the articles.
5) The authority ordering purchase,
6) Signature of the authority.

The Head Teacher shall keep a stock book which records all the school' equipment, books, tools, furniture, etc. All inventory shall be counted at the end of each term and stock book updated.

Use an exercise book or book with hard cover.

The following stock should be recorded:-

a) Text-books
b) Consumable stock (exercise books, pens, pencils, paper, chalk)
c) Furniture (desks, chairs)
d) Office equipment
e) Sports equipment
f) Tools (gardening, craft etc.)

When stock is received it should be recorded in the stock-book. Text books must be stamped with the school stamp when they are received. All items issued to teachers should be signed for.

Two different page layouts are recommended for the stock book:

- For items which are returnable, like text books, and permanent property of the school, like furniture and equipment;
- For non-returnable items like stationery.

10.8 SCHOOL CASH BOOK

A school cash book is a system that helps organize school finances. It is a simple record that details all payments made and income received. It shows receipt of items and all expenditures. This book is kept with the accountant or clerk in the absence of a school treasurer.

Cash Book is a record of all money transactions occurring from day-to-day in the school. Money received by the school from different sources like fees, fines, donations are entered on the credit side. On the debit side the payments like the salaries of the teachers, contingent expenditure incurred, deposits made in the Treasury, bank and post office

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are shown. Balance is shown in red ink. It should be regularly written and the day's business should be closed with the signature of -the headmaster. It should be an up-to-date record.

10.9 CUMULATIVE RECORD

This is a continuous record or a combination of records that contain comprehensive information about a student. It provides a summary of a student’s academic progress in school and also includes the student’s name, age, date of birth, date of admission, family background, social or extracurricular activities, etc.

This may be little more than a profile card with personal identification data, standardized test scores and report cards.

Cumulative Record is a document in which the relevant information about particular students at one educational institution is recorded cumulatively. This gives a complete and growing picture of the individual student, which helps him during his long stay at the school and at the time of leaving it, in the solution of his manifold problems of educational, vocational; personal and social.

It follows the pupil from class to class and from school. It provides an opportunity to have a comprehensive picture of the all-round development of the personality of the child. It is a very important record which should be maintained in every school.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. Define Cumulative Record.
………………………………………………………………………
……………………………………………………………………
6. Write down the Admission Procedure.
………………………………………………………………………
……………………………………………………………………
7. What is Stock Book?
………………………………………………………………………
……………………………………………………………………

10.10 LET US SUM UP

This unit provides the necessary background knowledge on register. Here the students are able to understand the importance, types and maintenance of registers in school. Register to be maintained in a School like, Admission Register, Fee register, library register, School cash book,

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Stock book and Cumulative Record. It also provides the characteristics of good record management in school such as Completeness, Cost, Flexibility and Quality etc.

10.11 UNIT-END ACTIVITIES

1. Describe briefly about the types of School Record.
2. Write down the Importance of Record keeping in school.
3. Explain the following briefly.
   a) Cumulative Record
   b) School Cash Book
   c) Library Register
4. Explain about the Admission Register and its Procedure.

10.12 ANSWERS TO CHECK YOUR PROGRESS

1. Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration.
2. Importance of keeping records in schools
   - Information Bank: Records kept in schools serve as an information bank from which school administrators can recall information as needed.
   - Information for Parents: Parents often want to know how their children or wards perform academically. Records of school report cards and/or end of term results should be kept by schools so that parents wish to review or discuss past student performance.
   - Planning: Accurate data assist educational planners to identify areas of need that should be addressed or accorded priority attention.
3. Attendance register: Attendance register shows the daily record of student attendance in each class in the school. At the end of every term, the class teacher closes the register and submits it to the school head to crosscheck and sign.
4. Characteristics of good record management
   - Completeness: Complete and comprehensive records should be kept to give users all the information needed to plan and make effective decisions.
   - Flexibility: Data is flexible if it can be used by more than one user at different times for different purposes.
5. Cumulative Record **:** This is a continuous record or a combination of records that contain comprehensive information about a student. It provides a summary of a student's academic progress in school

Self Instructional Material

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and also includes the student's name, age, date of birth, date of admission, family background, social or extracurricular activities, etc.

6. Admission Procedure
   - The admission procedure in Early Year Education programme should not involve any evaluation/Interview/Interaction of children.
   - No child below the age of three years should be admitted to Early Year Education programme.
   - Admission should not be denied to children on the grounds of religion, caste, race, region, sex, disability and socio-economic status of the family of child.

7. Stock Book : The school stock book shows the current supply of equipment and other materials in the school. It is usually divided into two parts. The first part showing the consumables items (chalk, dusters, diary, registers, etc.) and the other are showing non-consumable items (furniture, television, tape recorders, sporting and athletic equipment, etc.). It contains name, date of supply, and expiring dates of goods supplied, if applicable.

10.13 SUGGESTED READINGS

1. Abdul Hai Mohammad.(2013) Early Childhood Care and Education, Hirmoli Press, New Delhi.
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UNIT 11 - PARENT EDUCATION PROGRAMME

Structure

11.1 INTRODUCTION

Parents play an important role in the development of their child's personality. They are the child's first teachers and have the primary responsibility for their child's development. Parent education is necessary to ensure that whatever is achieved in the school is further reinforced or complemented at home. Parents need to be informed regularly about their child's care and development. Parent education programmes focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play and interaction between parents and children, and locating and accessing community services and supports.

This unit brings out the importance of parent education, programme for the parents and community, organization of programmes for parents and motivation of the community.

11.2 OBJECTIVES

After going through the unit you will be able to;

- Know to work with parents.
- Realize the importance of parent education
- Understand the importance of programme for the parents and community.
- Appreciate the organization of programmes for parents
- Identify the importance of motivation of the community.

11.3 WORKING WITH PARENTS

Working with parents in early childhood education includes both parent involvement and parent education. Parent involvement refers to parents participating in their children's education as classroom volunteers as well as servicing on advisory committees or policy boards. Parent education refers to providing parents with the skills and knowledge necessary to be more successful parents. The two components complement each other though they have different purposes and require different teaching approaches.

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11.4 PARENT EDUCATION

Parent Education benefits parents in a number of ways. As parents participate in these programmes, they have an opportunity to learn about the teacher's way of guiding children's growth and development. They also gain a sense of competence and a feeling of being needed by the programme. In addition they have an opportunity to develop relationships with other parents in the school (Feeney, Christensem, & Moravcik;1983).

We all know that parents play an important role in the development of their child's personality. They are the child's first teachers and have the primary responsibility for their child's development. Parents and Teachers, therefore, must function together as partners to help the children learn and grow. School programmemes and initiatives can only be successful if they receive support from the parents and the larger communities.

Parent education is necessary to ensure that whatever is achieved in the school is further reinforced or complemented at home. Parents need to be informed regularly about their child's care and development i.e., health and nutrition status of the child. They should, therefore, be made aware of issues such as

- Need for a comprehensive approach to development.
- Age related milestones and the dangers of pushing a child beyond what she is ready for.
- Child care i.e., health and nutritional needs of the child at different stages of their development.
- Importance of play and early stimulation for the child's development.
- Play way methodology followed in the pre-school programmeme and its need and purpose.
- Role of parents and how the parents can support in the development of the child.

Partnership with Parents and Family

In planning for an effective Early Childhood Care and Education Programmeme parental participation and involvement is equally important. The programmeme recommends that the early childhood staff should form

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a positive partnership with parents on an ongoing basis through frequent and positive ECCE centre to home communication in the form of sharing progress reports, holding conferences, sending personal notes, updating parents of events and activities, etc. ECCE teachers/caregivers should actively seek parental support by showing them how they can work with their children at home to reinforce the learning experiences that take place in ECCE centre. If these practices are followed, it will certainly help parents to feel more self-confident and comfortable and encourage them to become actively involved in their child's care and learning.

Parents have a distinct role as follows:

- Providing a nurturing, conducive and supportive environment for optimal development and learning.
- Encouraging exploration and experimentation at home and optimally utilizing the ample opportunities for incidental and lifelong learning, arising from the daily activities.
- Establishing a relationship of trust and mutual respect with the teacher.
- Sharing and planning their development along with the ECCE teachers/caregivers.
- Participating in the open days and other events for parents and community.
- Not to force formal learning and competition at this early age and respect children's abilities and personalities.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. What is Parent Education?
……………………………………………………………………
………………………………………………………………
2. State any two distinct roles of parents.

11.4.1 PARENT EDUCATION PROGRAMMEME

Parent education programmes focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play and interaction between parents and children, and locating and accessing community services and supports. The programmes and resources have been useful in supporting parents and strengthening parenting skills.

Parent education programmes are not limited to teaching parents to teach their children. Rather, they range broadly from programmes that help parents develop positive self-concepts to

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programmes designed for unwed teenage mothers. No one parent education programme can meet the needs of all parents. Each teacher or school should develop programmes that reflect the specific needs and interests of their parents.

Christine Cataldo (1980) has identified four basic clusters of early childhood parent training programmes. The first is parent training when the child or family is thought to be at risk. A second provides the parent with social and informational support but teaches and supports parents in a less direct manner. A third cluster consists of programmes for children with the parent receiving adjunct services. Finally, there are parent oriented activities through which a relationship is formed between parents and professionals and which serve a significant role in the child- rearing endeavour.

One form of parent education has been developed to involve parents in the classroom as volunteers and then to discuss the parent's observations with them. This gives the parents an opportunity to learn more about children while working with them. This strategy was used in Head Start as a way to reach the programme's objectives. It allows low-income parents to gain skill and confidence while encouraging them to become involved in the classrooms (Travis & Perrault, 1980).

11.4.2 GUIDELINES FOR DEVELOPING PARENT EDUCATION PROGRAMMEMES

Kevin J.Swick (1983) suggests five guidelines for developing parent education programmemes:

1. Always begin with the premise that parents are learners.
2. Patenting behaviours are developed early in the patenting process. The most effective programmes have focused on first – time parents.
3. While parents education should begin with the early stages of parenthood, it should be continuous and based on a developmental approach.
4. Effective programmes involve the parent in planning the content and process of the programme.
5. They psychological facts of patenting should become the primary basis upon which all programmes are developed.

Swick's guidelines are intended to help the parent become an integral part of the learning process rather than a passive recipient of knowledge.

Alice Honing (1979), referring to a "Parents Bills of Rights", suggests that parents have the right to:

1. Knowledge about child development.

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2. Observation skills for more effective patenting.
3. Alternative strategies for problem solving and discipline.
4. Knowledge about how to use a home for learning, experiences with children.
5. Language tools and story reading skills.
6. Awareness of being the most important early teachers of their own children.

These parent rights also suggest some guidelines for parent education programmes. Parent's right to acquire both skill and knowledge means parents need to have opportunities to learn about children and how to work with children. Parent education programmes should provide information about the child's physical development, social development, emotional development, and cognitive development. They should also help parent develop the skills necessary to work with their own children. Parent educators should show parents what to do give them an opportunity to practice what they should do, and provide feedback on how well they are performing(Spodek, Saracho & Lee, 1984) Guided practice is more likely to bring about change in parent's behavior than a lecture. One way of providing parents with a knowledge base is through the use of family based programmes. These programmes which are set in the child's home, provide professional support to teach the parents how to be effective educators.

Alice Honig (1982) refers to family - based programmes that can increase the level of consciousness of parents, help them obtain information they need to be effective parents, and make them aware of their importance in their children's lives. Again, in a family based programme parents have the opportunity to refine their skills by doing.

Another form of parent education that has been particularly successful is parent group meetings. Group meetings give parents opportunity to gain knowledge and to obtain a sense of fellowship that comes from being with others who have similar concerns or needs. Groups can focus on either childen's or parents needs . Some groups have helped parents to gain self-esteem; others have focused on training parents for new job skills.

11.4.3 BENEFITS OF PARENTING EDUCATION

Key benefits of Parenting Education

- **Improves parental empowerment and competency**

Parenting education improves parents' sense of self-efficacy and competency, as well as parental satisfaction. It can also result in positive

changes in parents' attitudes about parenting as well as their self-esteem and feelings of self-mastery with regard to parenting.

- **Increases positive parenting practices**

Parenting education promotes the use of positive parenting practices, such as using positive language, planned discipline, and family routines. It also encourages nurturing behavior and increases parent's knowledge of child development and communication styles.

- **Increases social connections**

Parenting education often results in more social connections among parents. Parents use these connections to exchange parenting advice, provide emotional support, and share resources. This can lead to more positive feelings about parenting overall.

- **Improves child behavior**

Children of parents who participate in parenting education programmes often demonstrate increases in their prosocial behaviors (e.g., empathy, sharing, helping others) and decreases in negative externalizing behaviors (e.g., aggression, delinquency, hyperactivity).

- **Improves parent-child interactions**

Parenting education programmes can help improve communication skills between parents and children, and result in an overall better understanding between family members.

- **Improves parental mental health and well-being**

Parents may also experience short-term improvements in mental health, including a decrease in depression, anxiety, anger, guilt, and stress.

- **Decreases use of corporal punishment and risk of child abuse**

Parent education programmes help parents learn alternatives to physical punishment and change the family mindset regarding appropriate expectations of children, appropriate family roles, and other values that discourage the use of corporal punishment.

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11.4.4 BEST PRACTICES IN PARENTING EDUCATION

The following identified strategies or practices used in parenting education that research has found to be consistently associated with positive outcomes for families.

- ✓ **Actively engage parents.** Successful parenting programmes provide opportunities for parents to practice the skills they are learning, either with a professional, at home, on-site with their child, or in a group setting.
- ✓ **Reach parents early.** Programmes aimed at serving new parents or parents of young children are better able to address challenges early, which sets the stage for more positive experiences later in life.

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- ✓ **Make cultural adaptations.** Effective programmes adapt materials and other programme elements to accommodate the unique needs and cultural traditions of the families they are serving.
- ✓ **Offer frequent sessions over several months.** Programmes that run over several months and meet at least weekly tend to have the best outcomes.
- ✓ **Promote family routines.** Effective parenting programmes emphasize the importance of family roles, regular family routines, and family activities.
- ✓ **Use skilled parent educators.** Parents benefit most from programmes that use trained parent education facilitators.

11.5 PROGRAMMEME FOR THE PARENTS AND COMMUNITY

Doreen Croft (1979) provides some guidelines for increasing the success of parent - teacher interactions in classrooms. Teachers should:

1. Recognize, understand, and accept the concerns and expectations each person brings to the classroom.
2. Carefully plan training sessions.
3. Provide clear rules.
4. Have goals that are agreed upon by both parents and teachers.
5. Offer careful instructions about the options that are available to parents during the decision-making process.
6. Show genuine commitment, patience, perservance, and a good sense of humor.
7. Develop an atmosphere of mutual cooperation and interdependence.
8. Provide time to talk.

11.6 ORGANIZATION OF PROGRAMMEMES FOR PARENTS

When making arrangements for parent involvement, you need to be able to see things from a parent's point of view and consider the parent's needs. You may need to arrange for child care for other children in the family. You may also need to:

- ❖ provide for alternate times for workshops in order to meet the varied schedules of parents.
- ❖ Plan for more than one type of involvement.
- ❖ Consider the needs of the single parent.
- ❖ Avoid creating father –son or mother-daughter activities that may limit some parents and children's participation.

Parent involvement can range from doing things at home for school to assisting the teacher in the classroom. Parents who help in

Self Instructional Material

the classroom can either work directly with children or be involved in tasks that assist the teacher. All parents are different, with individual needs and interests. Providing a range of activities help to ensure that parent participants will be doing something they enjoy and that is useful as well. It is helpful to communicate the kinds of tasks that parents can do so they can anticipate what they will be doing. Teachers should also look beyond using only parents as classroom volunteers and include other persons from the family and from the community.

Parents who can come to school but who are not comfortable working directly with children may:

- Record attendance.
- Assemble samples of children's work for booklets or displays.
- Arrange details for field trips.
- Help file pictures or collections of poems, songs, or finger plays.
- Gather information for some of the reports teachers must do, such as the number of children eating meals at school, or types and numbers of health services.
- Prepare materials for class activities such as art, games, and water play.
- Locate resources and materials in the community for the teachers and children to use at school.

Not all parents can come to school during class time. There are other ways to involve parents. Parents who cannot come to school can:

- Launder or mend dress-up clothes from the dramatic play area.
- Collect scrap materials for craft projects.
- Paint or fix schools toys that need repairs.
- Serve as telephone tree coordinators to facilitate communication regarding meetings or other topics.
- Make instructional materials.
- Arrange field trips.

Parents who are interested in working with children in school could be asked to:

- Assist a small group of children (under the teacher's guidance) with a language game or a short math or science activity.
- Read (or tell) a story or poem.
- Help with art and music activities.

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- Be available to talk with and listen to the children as they work.
- Supervise children's activities, such as cooking, caring for pets, or fingerprinting.
- Assist during transition periods by helping with cleanup or preparing for the next activity.
- Help a child with table activities such as counting , seriating, or classifying.
- Take one or two children on short trips in the neighbourhood.
- Help with arrival and dismissal times.
- Be available in emergencies (for example, taking a child to the toilet in hurry, or soothing a child who skins a knee).
- Let the teacher know if any child seems to need special attention.

Teachers who invite parents into the classroom have an obligation to help them learn more about children. One way to do this is to provide opportunities for parents to observe in the classroom before they being working with children. K. Eileen.Allen and Betty Hart (1984) suggest providing parents with a clipboard with a simple observation form as a way to focus observations. Teachers would then arrange time for parents to discuss their observations. Teachers must always respond to parent questions about children, programme, or participant's work. Talking with volunteers not only broadens their knowledge about children but also indicates that you value their work.

An orientation meeting can also be provided before parents begin participating with children. During the meeting parents can learn about the programme, they can be provided with a schedule of activities, they can go over rules for behavior and the sanctions that are used in class, and they can learn their specific responsibilities (Spodek, 1985). It is far easier to orient parents to the programme before they begin to work with children than it is to do so while they are working. It is also important to allow time for parents to talk together informally so that they can become acquainted with one another.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

3. What is Parent education programme?
………………………………………………………………………
……………………………………………………………….
4. How Parents are working with children in school?
………………………………………………………………………
……………………………………………………………….

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childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential.

- Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.
- It is essential for parents to support the learning that happens in pre-school settings at home as well. Parents who are in tune with what is happening in their child's pre-school classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning.
- Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

11.7 MOTIVATION OF THE COMMUNITY

The community is an important stakeholder in the pre-school education programme. Involvement and participation of the community members would help them in understanding children and their family needs better. Role of the teacher in order to achieve meaningful participation of the community is to know the community, its people, their occupations, activities and resources and their cultural context. This could be achieved through –

- establishing a link with the community for awareness generation' through folk songs, street plays, puppet shows, jathas, etc. Only if the community is aware of the needs of children, it can help.
- making the centre visible' by organising events where community can participate like festival celebrations, sports events, Bal-Mela, etc.

Few parents can help in organising and managing such events.

Once the community recognises the need of pre-school education, ownership of the pre-school centre among the community members inevitably develops. It is not uncommon to observe community members helping the centre in many ways, such as providing drinking water, adequate space for the centres and other resources. Few local members who are in various capacities can be appointed in the centre. They may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives and functioning of the pre-school centre.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

5. What are the purposes of organizing programmes for parents?
   …………………………………………………………………
   ……………………………………………………………
6. List out the importance of community involvement.
   …………………………………………………………………
   ………………………………………………………………...

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11.8 LET US SUM UP

This unit attempted to deal with working with parents in early childhood education.

We all know that parents play an important role in the development of their child‘s personality. They are the child‘s first teachers and have the primary responsibility for their child’s development. Parents and Teachers, therefore, must function together as partners to help the children learn and grow. School programmes and initiatives can only be successful if they receive support from the parents and the larger communities. Thus this unit would have brought you to closer to know the importance of parent education, programmes for the parents and community, organization of programmes for parents and motivation of the community.

11.9 UNIT-END ACTIVITIES

1) Discuss briefly Parent education programmes.
2) What do you mean by community involvement and how could you motivate it?
3) Explain programmes for the parents and community.

11.10 ANSWERS TO CHECK YOUR PROGRESS

1. Parent Education benefits parents in a number of ways. As parents participate in these programmes, they have an opportunity to learn about the teacher’s way of guiding children’s growth and development. They also gain a sense of competence and a feeling of being needed by the programme. In addition they have an opportunity to develop relationships with other parents in the school.
2. Parents have a distinct role as follows:
   - Providing a nurturing, conducive and supportive environment for optimal development and learning.
   - Encouraging exploration and experimentation at home and optimally utilizing the ample opportunities for incidental and lifelong learning, arising from the daily activities.
3. Parent education programmes focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play and interaction between parents and children, and locating and accessing community services and supports.

4. Parents who are interested in working with children in school could be asked to:

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- Assist a small group of children (under the teacher's guidance) with a language game or a short math or science activity.
- Read (or tell) a story or poem.
- Help with art and music activities.
- Be available to talk with and listen to the children as they work.

5. Purpose of Organizing Programmes for Parents
   - Some of a child's most important cognitive development happens during their pre-school years. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential.
   - Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.
6. The community is an important stakeholder in the pre-school education programme. Involvement and participation of the community members would help them in understanding children and their family needs better. Role of the teacher in order to achieve meaningful participation of the community is to know the community, its people, their occupations, activities and resources and their cultural context.

11.11 SUGGESTED READINGS

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BLOCK IV: PARENTAL INVOLVEMENT OF THE SCHOOL

UNIT 12 - METHODS OF EDUCATING THE PARENTS IN THE COMMUNITY

Structure

12.1 INTRODUCTION

Research shows that parents have a significant impact on their children's educational achievements. In fact, parental engagement overrides all other factors that have been shown to influence a child's achievement. It is therefore critical that teachers and parents develop effective relationships to bridge student learning between home and school. While many teachers report feeling ill-equipped to establish collaborative relationships with parents, there are several strategies that can be employed to strengthen these ties.

This unit brings out various methods of educating the parents in the community such as Parents Advisory Groups, Parent Conferences, Home Visits, Interviews and Group Discussion.

12.2 OBJECTIVES

After going through the unit you will be able to;

- Know to various methods of educating the parents in the community.
- Realize the importance of Parents Advisory Groups

- Appreciate the organization of Parent Conferences
- Identify the importance of Home Visits, Interviews and Group Discussion.

12.3 METHODS OF EDUCATING THE PARENTS IN THE COMMUNITY

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Parents can also be taught simple skills of recitation, story-telling, preparation of puppets and low-cost fun toys, etc. for children which will help improve the quality of their interaction with the child.

Parent-teacher contact can be maintained through

- Incidental meetings, for example, when parents come to leave or pick up their children.
- Organized parent-teacher meetings which could be held once a month or once in every three months, as convenient.
- Home visits conducted by the teacher/ worker to every home at least once in a term or quarter.
- Bal mela, or children‘s fair, which could be organized once a year to which the families could be invited.
- a newsletter with illustrations.
- Small video programmemes which can be shared with parents through different mode of technology.

Parent involvement can be sought by the pre-school teacher in several ways.

- As an additional adult to assist in handling small group activities, for example, creative activities, story-telling or to accompany children for outings etc.
- As a substitute teacher in case the pre-school teacher is otherwise occupied.
- As a resource for collecting waste/raw materials for use in the pre-school centre.
- Parents with specific talents or skills could make a contribution by using their skills for the benefit of the children. For example, a carpenter could be asked to make some wooden toys, a mother who can sing could teach children songs, a painter could help paint the shelves, etc.

12.4 SECURING COOPERATION THROUGH STRATEGIES

Research shows that parents have a significant impact on their children’s educational achievements. In fact, parental engagement overrides all other factors that have been shown to influence a child’s achievement. It is therefore critical that teachers and parents develop effective relationships to bridge student learning between home and school.

While many teachers report feeling ill-equipped to establish collaborative relationships with parents, there are several strategies that can be employed to strengthen these ties.

12.4.1 PARENTS ADVISORY GROUPS

Another level of involvement includes parents on advisory or policy committees. At this level, parents have input into the educational decision making process. Advisory committees give advice to teachers, supervisors and administrators regarding the educational programme.

Parent policy councils allow parents to make decisions about programme, in contrast to parent advisory groups, which provide advice. These councils are generally found in parent cooperative nursery schools and in federally, funded prepetinary programmes such as Head Start (Nedler & Mcfee, 1979) . The parent in a parent cooperative own the school and so they must be involved in making decisions. Many federal programmes including Head Start, having regulations which require the parents be involved in programme decisions.

Regardless of the level of involvement, when parents participate, both parents, and children benefit. Parents and teachers come closer together as teachers learn more about the children's families and parents come to value the school more highly.

12.4.2 COMMUNICATING WITH PARENTS

Parents have a right to know about their children's progress. Teachers have a corresponding obligation to respond to parents requests for information. However, the communication process should not be just one way, from the teacher to the parent. Effective communication requires that both the teacher and the parent send and receive information about the child.

Communication techniques range from informal to formal, from those that take little time to those that take a great deal of time. They are all important and they all increase parents and teachers insight into the nature of the child and his or her learning.

Parents are not as concerned about global generalization as they are about the specific things their own child is doing. Generally, they want to know about:

1. Their child's activities in school.
2. How they child responds to other children.
3. How other children respond to their child.
4. How their child gets along on the playground.
5. What their child likes and dislikes about school.
6. Whether or not the teacher is truly concerned about their child(Heinz, (1979).

12.4.3 INFORMAL COMMUNICATION TECHNIQUES

Informal techniques are those simple procedures that convey information about what happened during the day or about special situations that have arisen. One informal technique is to greet parents and speak to them briefly when they drop off children in the morning or pick them up in the afternoon. Teachers can find out if they had a bad morning or if something happened at home that may affect his behavior. The afternoon provides an opportunity to tell the parents about an interesting event that happened in school or a special milestone that Debbie accomplished that day. These brief encounters can provide important pieces of information. Because these encounters are public, the topics should be ones that are not confidential and that can be discussed in front of the child(Allen & Hart 1984).

Another type of information communication is the personal note. By taking the time to write to parents about an important event, you indicate to them that you care about them and their child. Sending notes home with children of this age has an inherent danger; children may lose the notes before they arrive home. It is a good idea to pin such notes to the children's clothing or tape them to their lunch boxes as they leave for home.

Telephoning parents is another way to communicate with parents. Sometimes calls can be made during the school day, but often they need to be made in the evening.

12.4.4 FORMAL COMMUNICATION TECHNIQUES

Formal techniques include all endeavours that have a set agenda and specific them. Parent coferences. home visits, parent meetings and newsletters all provide formal way to communicate information to parents.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

1. How will you maintain Parent-teacher contact?

   ……………………………………………………………………………

2. Write short note on informal communication techniques.

   ……………………………………………………………………………

12.4.5 PARENT CONFERENCES

For many teachers, parent conferences are the least favored way of communicating with parents. It takes time to confer with each parent and even more time to plan for each conference. In

addition, teachers may feel threatened by having to report a child's progress to parents in a face-to –face situation.

There are some guidelines for conferences that, if followed, can help make the conference a positive, productive meeting. The first guideline is to use everyday speech that can be understood by parents. Educational terms may not be understood and may intimidate some parents. In addition, if you are meeting with parents who are not fluent in English, it might be helpful to arrange for an interpreter.

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Keep in mind that the parent is coming to you for a conference and needs to be made as comfortable as possible in an unfamiliar environment in which you work daily. Be prepared for the conference.

12.4.6 GUIDELINES FOR PARENT-TEACHER CONFERENCES

Before the conference

1. Identify the purpose for the conference (e.g. reporting, information sharing, problem solving).
2. Prepare an agenda.
3. Review the child's record.
4. Prepare specific materials to show parents (e.g., observation notes, test results, work samples)
5. Set a time for the conference that is convenient for all.
6. Invite both parents if possible.
7. Find a comfortable, relaxing , quick place for the conference.

During the conference

1. Be friendly establish a positive atmosphere.
2. Inform parents about the class programme, schedule, and routines.
3. Make positive comments about the child talk about strengths as well as problems.
4. Be specific about the problems you present.
5. Use language that parents can easily understand.
6. Provide opportunities for parents to speak as well as listen; be a good listener.
7. Work cooperatively with parents on specific solutions and activities for the child, identify responsibilities.
8. Summarize the meeting: make sure you and the parents are clear about the next steps.

After the conference

1. Make a brief record of the content of the meeting.
2. Plan for follow-up.

Have notes and files on each child as well as children's work samples ready before the parents arrives. Rely on your professional training and ethical standards. Be gentle with parents in commenting on children. Parents identify closely with their children and criticism often implies criticism of the parents as well. Negative comments should be stated in a positive way and qualified if necessary. Concrete examples are more useful than generalizations in helping parents understand their children.

12.5 HOME VISITS

Home visits can be a valuable tool for increasing parents' involvement in their kids' education. Home visits follow many of the guidelines for a parent conference. You should arrive at the home on time and you should not overstay your welcome. Limit the discussion to prearranged topics and listen to what the parent say. Listening is an important part of any successful communication. It needs to be practiced regularly. In addition, observe the home carefully so that you have a good sense of the setting in which the child is growing up.

Home visits can establish positive contact and communication with families. They are not a replacement for parent-teacher conferences, but are a process through which teachers demonstrate their support for students' families by visiting the home environment or an alternative location where the family feels at home and comfortable. Home visits should originate from a sincere desire to assist and work with families.

Home visits promote proactive interactions through which teachers provide authentic support while recognizing families' strengths.

Home visits where teachers get to know the family and student, discuss the family's hopes and dreams for their child, and hear what the family expects of them.

Benefits of home visits

- Parents stay in their comfort zone. Meeting in a classroom can be intimidating while talking over the phone can be distancing and impersonal. By having a teacher travel to the student's house, parents may be more likely to voice their concerns, speak candidly, and let the teacher into their lives.
- Closer partnerships, positive communication. Many times when a teacher contacts a parent, it is regarding an issue with low grades or poor classroom behavior. Home visits give parents and teachers the opportunity to meet simply to talk and collaborate for the benefit of the child they both care about.
- Meetings break the "cycle of blame." Especially with low-performing students, parents and teachers can begin to blame each other for the failings of their children. Home visits help to put a

human face to a name and turn finger pointing into teamwork and understanding.

The teacher learns more about their students. A study conducted at Missouri State University found that the biggest benefit of home visits was a better understanding of the child's environment and the how that environment might impact the child's learning in the classroom.

- Students realize they have a network of support. Children have reported feeling a sense of relief when their parents and teachers meet. Children take comfort in knowing that their teacher understands their home situation and in knowing that what they do in the classroom may have consequences at home.
- Parents are more likely to become involved. When parents are more familiar with their child's teacher, they are more likely to become involved with their child's learning and more involved in school activities and volunteering. In this way, a few well-placed home visits can enrich the entire school community.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

3. Write short note on Parent Conferences.
   ………………………………………………………………………
   ……………………………………………………………………
4. List out the benefits of home visits.
   ………………………………………………………………………

12.6 INTERVIEWS

There are many opportunities for parents and teachers to communicate. While face-to-face interview is ideal, there are myriad other platforms that can be used to send messages and share information. A parent-teacher interview is a fantastic opportunity to get an inside glimpse into your child's life in school, and to find out exactly how they are performing.

Parent-Teacher Interviews are an opportunity to meet your students' parents and a great way to promote communication between school and home. They enable both the teacher and the parents to work together toward their student's learning and social wellbeing.

Objectives of parent-teacher interviews are to:

- involve the parents in the educational process.
- document the student's progress for the parents.
- reflect on learning outcomes and goals.

- give parents the opportunity to express feelings, questions and concerns, and
- establish ongoing communication networks between the teacher, parents and student.

Before the parent-teacher interview

Teachers might like to organise the following materials in preparation for parentteacher interviews:

- If your school allows it, notify the parents prior to the interview time and encourage them to bring their child along to the interview. This helps to foster a three-way relationship of trust, and give students more accountability for their academic and social growth. If needed, private discussions can be conducted in the last five to ten minutes of the interview.
- Revisit personal notes and recent student reports to help you outline key points you wish to cover in depth with the parents.
- Make a note of any specific questions you would like to discuss and do not be afraid to ask them.
- Know and be able to explain school programmes, policies and report procedures.
- Prepare a running sheet to help you cover all major points and to stay on topic. Include learning areas such as:
  - ✓ work habits
  - ✓ daily performance
  - ✓ class and activity participation
  - ✓ socialisation.
- Have specific examples of the student's work to show parents when reporting on a student's strengths or weaknesses.
- Try to focus on an equal amount of the student's strengths and weaknesses.
- Establish a friendly setting. Interviews should be conducted in a comfortable and informal atmosphere.

During the parent-teacher interview

Here are some helpful guidelines for conducting parent-teacher interviews:

- Assure parents that parent-teacher interviews are entirely confidential
- Never be rude
- You only have a limited time so try to keep small talk to a minimum
- Be relaxed and open during the interview
- Show active listening skills
- Maintain positive body language

- Try not to use jargon words. Use plain English wherever possible. Avoid professional and psychological terms
- Use inclusive and non-biased language
- If you are going to take notes during the interview, remember to use a new piece of paper so parents do not see what you have written about other students
- Always be specific and offer examples when talking about the student's progress, both academically and socially
- Spend some time showing parents their child's work
- Encourage parents to actively contribute to the conversation. Ask them if they have any concerns or questions about the student's report or anything that you may not have covered
- Let parents know how their child participates in classroom activities – are they shy or confident?
- Stay focused on the child whose parents you are meeting with
- Don't get caught up in tangent discussions or arguments
- Do not talk about other students or teachers
- Do not rise to angry parents but do be firm
- If there is conflict, suggest a second conference. Don't allow a digressive interview to turn into an argument
- If there are no real concerns, then perhaps spend the interview setting further goals with the parent for the student. If the student is present, then this would be an ideal time to praise them for their work and allow them to participate in setting goals for themselves
- Be effective with your time management. If you have not covered everything you had hoped to during the allocated time or the parents have more questions, schedule another time to speak further
- If there are concerns you felt you could not bring up or ran out of time, then you should set up another time to meet with the parents
- Let parents know that they can contact you throughout the year if they would like to discuss something or to follow up on parent-teacher interviews. Remember to stipulate that they must call the school and make an appointment to see you, and
- End the interview on a positive note.

After parent-teacher interviews you should aim to:

- record significant discussion points
- list any conclusions or suggestions given, and
- make a note of any information that may help you teach the student more effectively.

12.7 GROUP DISCUSSION

Parent-Teacher Group Discussion is an effective way through which parents can discuss several issues that they feel are hindering their child's learning. It helps the parents to plan out the learning process of their child. On the other hand, teachers also get the chance to know more about overall personalities, likes, dislikes, strength and weaknesses of their students, which is only possible through parent teacher group discussion.

Parent-Teacher Group Discussion is not only meant for highlighting the problems related to academics and activities but also serves as a platform for appreciation. A positive interaction between teachers and parents leaves a positive impact on the child who further looks forward to come to school. There are certain hidden talents a child develops in school through active participation in different activities, communicating with others and working in a group. So parents are also informed about their child's qualities by the teachers in the discussion.

Guidelines for parent-teacher discussions

- Have a clear purpose and be mentally prepared for the discussion. Focus on a desired outcome that is beneficial for all.
- To find the right time, start by asking if either one has time to talk or when it might be convenient for them to do so.
- Draw up a list of questions you wish to ask and rank them in order of importance or priority.
- Don't expect one person or the other to propose all of the answers. Research or think about the issue before you go into the discussion. In this way you'll both be better prepared to make suggestions and offer solutions.
- Always be diplomatic, tactful, and respectful with one another at all times. Actively listening, taking notes and considering ways you can help each other will achieve an outcome that will benefit the child's learning

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. What is Parent-Teacher Interview?
 ……………………………………………………………………
6. Write down any three objectives of parent-teacher interviews.
 ……………………………………………………………………
 ……………………………………………………………………
7. Write a short note on Parent-Teacher Group Discussion.
 ……………………………………………………………………

12.8 LET US SUM UP

Parent-teacher contact can be maintained through Incidental meetings, for example, when parents come to leave or pick up their children, Organization of parent-teacher meetings which could be held once a month or once in every three months, as convenient and Home visits conducted by the teacher/ worker to every home at least once in a term or quarter. Home visits can be a valuable tool for increasing parents' involvement in their kids' education. Home visits can establish positive contact and communication with families. Parent-Teacher Group Discussion is an effective way through which parents can discuss several issues that they feel are hindering their child's learning. It helps the parents to plan out the learning process of their child.

NOTES

In this unit, you have learnt about various methods of educating the parents in the community such as Parents Advisory Groups, Parent Conferences, Home Visits, Interviews and Group Discussion.

12.9 UNIT-END ACTIVITIES

1) Describe various methods of educating the parents in the community.
2) What is Parent- Teacher Conferences? Throw light on guidelines for parent- teacher conferences.
3) Explain about home visits and what are the benefits of home visits?
4) Explain about parent-teacher discussions and enlist the Guidelines for parent-teacher discussions.

12.10 ANSWERS TO CHECK YOUR PROGRESS

1. Parent-teacher contact can be maintained through
   - Incidental meetings, for example, when parents come to leave or pick up their children.
   - Organized parent-teacher meetings which could be held once a month or once in every three months, as convenient.
   - Home visits conducted by the teacher/ worker to every home at least once in a term or quarter.
2. Informal techniques are those simple procedures that convey information about what happened during the day or about special situations that have arisen. One informal technique is to greet parents and speak to them briefly when they drop off children in the morning or pick them up in the afternoon. Another type of information communication is the personal note. By taking the time to write to parents about an important event, you indicate to them that you care about them and their child.
3. For many teachers, parent conferences are the least favored way of communicating with parents. It takes time to confer

with each parent and even more time to plan for each conference. In addition, teachers may feel threatened by having to report a child's progress to parents in a face-to – face situation.

4. Benefits of home visits
   - Parents stay in their comfort zone. Meeting in a classroom can be intimidating while talking over the phone can be distancing and impersonal. By having a teacher travel to the student's house, parents may be more likely to voice their concerns, speak candidly, and let the teacher into their lives.
   - Closer partnerships, positive communication. Many times when a teacher contacts a parent, it is regarding an issue with low grades or poor classroom behavior. Home visits give parents and teachers the opportunity to meet simply to talk and collaborate for the benefit of the child they both care about.
5. A parent-teacher interview is a fantastic opportunity to get an inside glimpse into your child's life in school, and to find out exactly how they are performing. Parent-Teacher Interviews are an opportunity to meet your students' parents and a great way to promote communication between school and home. They enable both the teacher and the parents to work together toward their student's learning and social wellbeing.
6. Objectives of parent-teacher interviews are to:
   - involve the parents in the educational process
   - document the student's progress for the parents
   - reflect on learning outcomes and goals
7. Parent-Teacher Group Discussion is an effective way through which parents can discuss several issues that they feel are hindering their child's learning. It helps the parents to plan out the learning process of their child. On the other hand, teachers also get the chance to know more about overall personalities, likes, dislikes, strength and weaknesses of their students, which is only possible through parent teacher group discussion. Parent-Teacher Group Discussion is not only meant for highlighting the problems related to academics and activities but also serves as a platform for appreciation.

12.10 SUGGESTED READINGS

1. Abdul Hai Mohammad.(2013) Early Childhood Care and Education, Hirmoli Press, New Delhi.
2. Christina, J.R.J. 1999. The First Teacher: Child Care Workers in the Voluntary Sector in Tamil Nadu, Research Report No. 3., M.S. Swaminathan Research Foundation, Chennai.

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NOTES

UNIT 13 - SECURING COOPERATION OF PARENTS THROUGH STRATEGIES

Structure

13.1 INTRODUCTION

Effective communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement in education. Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. Parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic programme and how it works. Perhaps most important, parents benefit by becoming more confident about the value of their school involvement. Parents develop a greater appreciation for the important role they play in their children's education.

This unit deals with various ways of securing cooperation of parents through Parent-teacher meetings, exhibitions, lecture by specialists, pamphlets, booklets, posters, newsletter, and picnics.

13.2 OBJECTIVES

After going through the unit you will be able to;

- Know to various methods of educating the parents in the community.

- Realize the importance of Parent-Teacher Meetings
- Enumerate the benefits of Lecture by Specialists
- Appreciate the organization of Exhibitions
- Identify the importance of pamphlets, booklets, posters, newsletter, and picnics..

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13.3 PARENT-TEACHER MEETINGS

Teachers are often called upon to plan or direct parent meetings. These meetings might be used to orient parents to the schools, providing information about the school's philosophy, school policies, or school rules and procedure. Such a meeting is helpful at the beginning of the school year. Other meetings might be called to tell parents about the programme, to show them their children's work or to answer questions about what the children are doing. Parent meetings are a good vehicle for parent education as well. Experts might be asked to talk about a particular topic, or a film or videotape might be shown, or a discussion might be held.

Teachers need to be aware of the purpose of the meeting and see that the activities are related to that purpose. Resources need to be collected before the meeting and the physical setting arranged to be as comfortable and as helpful as possible. Meeting should be scheduled so that most parent can attend, or the schedule could be varied so that all parents have a chance to attend some meetings. Sometimes it is necessary to provide some form of baby-sitting for parents who don't have a place to leave their children.

In addition to the formal meeting, it is helpful to schedule an informal time when parents can get to know one another and where teachers can chat with them briefly. It is also important that the meeting not take too long.

GUIDELINES FOR PARENT MEETINGS

Before the meeting:

1. Involve parents in planning the meeting.
2. Establish a convenient time for the meeting.
3. Find a comfortable, convenient place to meet.
4. Announce the topic and format of the meeting well in advance, inform parents of what they should bring.
5. Send out notices of the meeting with return slips.
6. Follow up on parents who do not return slips.
7. Arrange for transportation and baby- sitters if necessary.
8. Check with parents about refreshments.

Self Instructional Material

During the meeting:

1. Start and end the meeting on time.

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2. Establish ground rules early (e.g., Smoking, breaks confidentiality)
3. Be flexible in following the agenda.
4. Vary programme activities (e.g., discussion, role playing, lecture, film, games)
5. Provide opportunities for everyone to be involved in the discussions.
6. Allow some time for information interaction at the end of the meeting.

After the meeting

1. Make a brief record of what happened.
2. Plan for follow up activities.

13.4 EXHIBITIONS

Pre-school school exhibitions provide an opportunity for families to gather, celebrate, mingle and learn about the kinds of activities happening in school. Schools or teachers can host art, music, cultural or theme-based exhibitions and invite families to visit. Exhibitions are a way to build home-school connections and strengthen parent-teacher relationships.

Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the arrangement of school exhibitions along with their children.

Children who spend time with their parents participating in activities (like the arrangement of school exhibitions) together build a positive sense of self-worth. When children feel that they are valued by their parents, they feel more positive about themselves. Studies have found that families who participate in the school activities together share a stronger emotional bond as well as an ability to adapt well to situations as a family. Spending time helping your children with schoolwork, especially in their early years, will foster an environment that values academics. If your child feels comfortable coming to you with schoolwork, they are more likely to perform better academically.

BENEFITS OF SCHOOL EXHIBITION

- The school exhibition that is held in the schools is a great platform for the kids to do things.
- It is always essential for the schools to organize exhibitions and such kind of events where the kids get some chance for showcasing their talents.
- It is an open platform for the kids to show their talents.
- Exhibitions are the very effective tool of the learning process and to develop social skills.

- It gives exposure to the students, exposure to the needs of the society, exposure to the new discoveries and inventions, exposure to working in the group.
- It drives creativity from deep inside the students.
- It is a great method to get the talent accepted and noticed.
- It is one of the best methods to test the application of whatever has been taught or learned.

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Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

1. What is Parent-Teacher Meeting?
…………………………………………………………………………
……………………………………………………………
2. What are the benefits of school exhibition?
…………………………………………………………………………
……………………………………………………………

13.5 LECTURE BY SPECIALISTS

Lecture by Specialists offers many kinds of useful information on topics that range from childcare to health issues and emotional problems for children and parents. Anger management, conflict resolution and identifying substance abuse problems (for preteens or teens and parents) may be included in the lecture.

Lecture by Specialists assist in the preparation and administration of parent involvement activities. The primary goal of these Lectures is to increase parental involvement and engagement. They assist parents with connecting with education activities and programmes based on the individual needs of the parents at school.

A parent involvement specialist will need the right degree, which is usually a combination of experience and academic training related to education, psychology, counseling or social work. They will cultivate and maintain positive relations with schools, community agencies and the public.

13.6 PAMPHLETS

A pamphlet is an unbound book (that is, without a hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths, called a leaflet, or it may

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consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book.

Pamphlets have also long been an important tool of educating the parents in the community.

Pamphlets can contain information such as

- **Encourage your child to read.** It's the single most important thing that you can do to help your child succeed in school. Read with your child right from the start, and make sure there are lots of reading materials in the house.
- **Talk with your child.** Talking and listening are major components of children's school success. By having many opportunities to use and hear spoken language, children are given a tremendous advantage, picking up the language skills they will need to do well in school.
- **Monitor homework, and how much time children spend watching television, playing video games, and using the Internet.** Help your child get organized and provide a quiet place in the home for him or her to study. Limit the amount of time your child spends watching television, surfing the Internet, and playing video games. Help your child learn to properly and effectively use the Internet.
- **Encourage your child to be responsible and work independently.** Make it clear to your child that he or she has to take responsibility for actions both at home and at school.
- **Encourage active learning.** Listen to your child's ideas and respond to them. Active learning also can take place when your child plays sports, acts in a school play, plays a musical instrument, or visits museums and bookstores.
- **Parenting** which involves establishing home environments to support learning.
- **Communicating** which involves varied methods of interaction between the home and school.
- **Learning** at home which involves parents assisting with learning activities at home.

13.7 BOOKLETS

Booklet is a small, thin book with paper covers, typically giving information on a particular subject. Booklets are the key tool for securing cooperation from parents.

Parents have the most important job in the world. There is nothing parents do in their lifetimes that is more significant than how they raise their children. It’s a challenging, full-time job that lasts throughout life, no

matter how old children get. While parenting presents parents with struggles and trials, it also offers many rewards. Those rewards, too, can last throughout life. The booklet is used to address the struggles and trials of parenting and highlights some of its many rewards.

Parenting Booklet may contain the following information

1. **Identify your child's strengths**. You can use them to build your child's self-esteem, helping to provide the confidence he or she needs to tackle whatever seems difficult. Children will be more willing to listen and understand how to correct adverse behaviors if their dignity is intact.
2. **Punishing a child is not as effective as using praise and rewards**. Rather than focusing on weaknesses, find ways to assist your child in developing to his or her full potential. When encouraged, children will acquire talents to compensate for any deficiencies.
3. **Avoid negative emotional reactions, such as** anger**, sarcasm, and ridicule**. If your child has problems with control, negativity will only make him or her feel worse. Use short and mild suggestions to remind your child to focus, like "P.A.," for "pay attention."
4. **Don't compare siblings**. If a child thinks his or her brother or sister is favored, it can create a rivalry that may last the rest of their lives and cause problems in your family. Make sure your kids know that they are loved equally.
5. **Get support if you need it.** Life with children is a roller coaster ride. Understanding that there will be negative aspects to child rearing and getting some professional advice when necessary will help you maintain your sanity and enjoy the experience.
6. **Children need positive attention**. If they do not receive positive attention from family, they may choose to seek out negative attention. This is because negative attention is still attention, and any attention is better than being ignored. Remember to communicate with your child. Love and care are the greatest healers.
7. **Parent by example.** Think of your kids as little bipedal copy machines who will mimic everything you do. If you behave badly, you are giving them permission to act in the same ways. Check in with yourself, and don't lose it in front of the children.
8. **Don't give up on your child, ever!** All of your child's problems can be worked through with humor, goodwill, and perseverance. With proper parental support, even the most troublesome kids can become amazing kids.

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Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

3. Write short note on lecture by specialists.
   ………………………………………………………………………
   ……………………………………………………………
4. What do you mean by Pamphlets?
   ………………………………………………………………………
   ……………………………………………………………

13.8 POSTERS

Posters are designed to be both eye-catching and informative. Posters may be used for many purposes.

Posters encourage and promote good parenting skills. The positive parenting posters promote healthy families and children.

Advantages of Parenting Posters

- Make quick, immediate visual impressions about the importance of parental involvement.
- Size and quantity offer flexibility, which are two advantages of using posters.
- Larger than brochures and flyers and smaller than billboards, posters that feature a compelling message and provocative design boast drawing power.
- Offer continuous exposure.
- Are more affordable. The affordability factor can make posters conducive to an ongoing campaign, in which a new message is featured every month.

13.9 NEWSLETTERS

A periodic newsletter is good way to inform parents of current schools events and to provide them with ideas for working with their own children. Thelma Harms and Deborah Cryer (1978) offer the following purposes for a newsletter:

1. To keep parents informed about current classroom activities.
2. To give parents some insight into the educational purposes underlying instructional activities.
3. To enhance children's and parent's abilities to communicate with each other.

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4. To reinforce and extend school learning into the home and family especially in the area of language development.

To be most effective, newsletter should be sent home on a regular basis and they should be short enough to be read by busy parent (Hanley 1980). A two to three page newsletter might work well.

IDEAS FOR A PARENT NEWSLETTER

1. Describe special events that are appending or will happen in your center.
2. Bring parents up to date about on going activities (e.g., how the garden is growing or how the baby guinea pig is doing).
3. Provide parents with activities that they can do home with their children. Describe very specific activities so parents know exactly what to do.
4. Provide parent with a "talk – about" section discussing children's school activities that can be extended at home. The children enjoy discussing their "work" with parents, a talk-about section stimulates communication.
5. Highlight one staff person in each newsletter. Detail his or her background training, special interests, and experience.
6. Describe special projects that individual children have completed. Be sure to feature each child at some time during the year.
7. Request materials or assistance that you might need.
8. List community services and activities of interest to parents.
9. Provide short descriptions of articles of books that parents may find helpful.

13.10 PICNICS

Picnicking is a well-known staple activity of socializing. Parent involvement in pre-school picnics helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. This connection is a key component of a child's development and supporting further learning.

ADVANTAGES OF PICNICS

1. Family bonding

Going on a picnic allows parents to focus on kids without distractions. Picnics are the perfect opportunity to make kids feel loved and heard.

2. Improved mental health

The fresh air does wonders for the child's mental health. Spending time outside is shown to reduce levels of anxiety and lower levels of activity in the parts of our brains related to mental illness.

3. Physical health pulses

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Time outside benefits the child's physical health. Breathing in fresh air is beneficial for children with respiratory problems. A picnic on a sunny day also aids in vitamin D and calcium absorption, which helps to build strong bones and teeth and helps prevent skin diseases.

4. Better behavior

It turns out eating with kids, such as a picnic lunch, leads to better behavior. This benefit also translates to academic performance—children that eat with their families tend to have higher grades than those who don't.

5. Self-reflection time

Parents and children alike can benefit from meditation and self-reflection. Picnics are relatively peaceful environments that encourage these introspective behaviors. It's important to give children time to be alone and learn about themselves through self-reflection, which can easily be done on a picnic.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. What are the advantages of parenting posters?
…………………………………………………………………………
…………………………………………………………………
6. Write down some suggestions for what to include in a newsletters.
…………………………………………………………………………
…………………………………………………………………

13.11 LET US SUM UP

This unit provides a deep insight into the importance of organizing Parent-Teacher Meetings. These meetings might be used to orient parents to the schools, providing information about the school's philosophy, school policies, or school rules and procedure. Teachers need to be aware of the purpose of the meeting and see that the activities are related to that purpose.

Children who spend time with their parents participating in activities (like the arrangement of school exhibitions) together build a positive sense of self-worth. When children feel that they are valued by their parents, they feel more positive about themselves. Studies have found that families who participate in the school activities together share a stronger emotional bond as well as an ability to adapt well to situations as a family. Spending time helping your children with schoolwork, especially in their early years, will foster an environment that values academics. If your

child feels comfortable coming to you with schoolwork, they are more likely to perform better academically.

Thus in this unit you have learnt about various ways of securing cooperation of parents through Parent-teacher meetings, exhibitions, lecture by specialists, pamphlets, booklets, posters, newsletter, and picnics.

13.12 UNIT-END ACTIVITIES

NOTES

1) Describe various methods of educating the parents in the community.
2) What is Parent- Teacher Meeting? Throw light on guidelines for parent- teacher meeting.
3) Explain about Pre-school school exhibitions and what are the benefits of exhibitions?
4) Explain about Parent involvement in pre-school picnics and enlist the advantages of picnics.

13.13 ANSWERS TO CHECK YOUR PROGRESS

1. Teachers are often called upon to plan or direct parent meetings. These meetings might be used to orient parents to the schools, providing information about the school's philosophy, school policies, or school rules and procedure. Such a meeting is helpful at the beginning of the school year. Parent meetings are a good vehicle for parent education as well. Experts might be asked to talk about a particular topic, or a film or videotape might be shown, or a discussion might be held.
2. Benefits of School Exhibition
    - The school exhibition that is held in the schools is a great platform for the kids to do things.
    - It is always essential for the schools to organize exhibitions and such kind of events where the kids get some chance for showcasing their talents.
    - It is an open platform for the kids to show their talents.
    - Exhibitions are the very effective tool of the learning process and to develop social skills.
3. Lecture by Specialists offers many kinds of useful information on topics that range from childcare to health issues and emotional problems for children and parents. Anger management, conflict resolution and identifying substance abuse problems (for preteens or teens and parents) may be included in the lecture. Lecture by Specialists assist in the preparation and administration of parent involvement activities. The primary goal of these Lectures is to increase parental involvement and engagement. They assist parents with connecting with education activities and programmes based on the individual needs of the parents at school.

4. A pamphlet is an unbound book (that is, without a hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths, called a leaflet, or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book.
5. Advantages of Parenting Posters
   - Make quick, immediate visual impressions about the importance of parental involvement.
   - Size and quantity offer flexibility, which are two advantages of using posters.
   - Larger than brochures and flyers and smaller than billboards, posters that feature a compelling message and provocative design boast drawing power.
   - Offer continuous exposure.
6. Some suggestions for what to include in a newsletters
   - Describe special events that are appending or will happen in your center.
   - Bring parents up to date about ongoing activities (e.g., how the garden is growing or how the baby guinea pig is doing).
   - Provide parents with activities that they can do home with their children. Describe very specific activities so parents know exactly what to do.
   - Provide parent with a "talk – about" section discussing children's school activities that can be extended at home. The children enjoy discussing their "work" with parents, a talk- about section stimulates communication.
   - Highlight one staff in each newsletter. Detail his or her background training, special interests, and experience.

13.14 SUGGESTED READINGS

1. Abdul Hai Mohammad.(2013) Early Childhood Care and Education, Hirmoli Press, New Delhi.
2. Christina, J.R.J. 1999. The First Teacher: Child Care Workers in the Voluntary Sector in Tamil Nadu, Research Report No. 3., M.S. Swaminathan Research Foundation, Chennai.
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NOTES

UNIT 14 - PARENTAL INVOLVEMENT

Structure

14.1 INTRODUCTION

This unit discusses about working successfully with parents and parental involvement of the school. Working with parents is an important element in educating young children. In order to do this successfully, teachers must understand and value the beliefs and cultural backgrounds of each family. Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Schools need to facilitate parental involvement by offering opportunities to the parents. Research shows that parent involvement can improve students' behavior, attendance, and achievement.

This unit brings out successful parent involvement, benefits of parent involvement in schools, role of parents in early childhood education and tips for encouraging parent involvement.

Family and community involvements foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children develop healthy behaviors and promote healthy families. The primary objective of community-based support programmes for parents is to increase their capacity to develop the skills to acquire resources, a support network, and

services. Community-based parent support programmes and initiatives can have a direct impact on child behavior outcomes in that they enhance parents' capabilities and efficacy.

This unit provides a deep insight into the community involvement in schools, role of community and community-based parent support programmes.

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14.2 OBJECTIVES

After going through the unit you will be able to;

- Know to work successfully with parents
- Understand the importance of parental involvement of the school
- Realize the role of parents in Early Childhood Education
- Appreciate the importance of Community Involvement in Schools
- Identify the importance of Community-Based Parent Support Programmes.

14.3 WORKING SUCCESSFULLY WITH PARENTS

Working with parents is an important element in educating young children. In order to do this successfully, teachers must understand and value the beliefs and cultural backgrounds of each family. They must be willing to accept the parents as the final authority in matters relating to their own child except in cases of abuse and neglect. Teachers must be willing to modify their own programme to meet the expectations of parents while educating parents in relations to what they see as important. Forcing parents to adhere to the value orientation of the teacher often leads to mistrust of teacher's motive and an impression that the teachers feels superior and is insensitive.

Teachers must understand that no two families are alike; each will treat their children differently. There is no single set of behaviours and experiences that leads to optimal child development. Nor is there one body of knowledge that would enable a person to be an effective parent. Any approach to working with parents must take into account the individual differences that occur in any family group. Joseph H. Stevens., Jr.,(1980) feels that parent programmes should be considered developmental and should be designed to be appropriate for all parents. This is important, since parents function at their own levels of development. Teachers must be able to identify the needs and interests of the parents and plan programmes flexibly to include their changing interests and concerns.

Teachers need to be aware of the forces that are affecting family life today. Included in these are:

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Economic forces	the need for two salaries in many families.
Technological forces	new household utensils and tools changing the nature of housekeeping.
Political forces	Provision of special services for families; concern for child abuse and neglect.
Social forces	many smaller families, non nuclear families, high mobility.
Psychological forces	changing identify of women(Swick, 1984)

Similarly, Doreen Croft (1979) suggests that the significant social changes that have affected the lives of parents include:

1. The increasing number of divorcers, leaving only one parent in the family.
2. Occupational mobility.
3. The breakdown of friendly, stable neighbourhoods.
4. School districts that require children to leave their neighbourhoods in order to attend school.
5. The development of separate patterns of social life for different age groups.
6. The delegation of child care to institutions.

In working with parents, teachers must keep two ideas in mind. The first is that the role of the teacher is not to do something to parents but rather to provide an opportunity for parents to influence as well as to be influenced (Spodek, 1985) Second, the parent-teacher relationship need not be confrontational in nature. Too often inexperienced parents and teachers tend to think the worst of each other. Receiving a note from the teacher requesting a conference frightens many parents. They automatically assume the child is having a problem. Conversely, many teachers who receive a note or call from a parent requesting a meeting assume that they will be accused of having done something wrong to the child. The more parents and teachers know about each other and the more they work together, the more comfortable and trusting the relationship will become.

14.4 PARENTAL INVOLVEMENT OF THE SCHOOL

The early years of a child's development are the time when attitude, ethics, aptitude, and eagerness for success are best nurtured. Parental involvement in early childhood education brings many benefits to both student and his or her educators.

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student.

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Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Schools need to facilitate parental involvement by offering opportunities to the parents. Research shows that parent involvement can improve students' behavior, attendance, and achievement.

14.4.1 SUCCESSFUL PARENT INVOLVEMENT

Successful parent involvement can be defined as the active, ongoing participation of a parent in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process.

The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child’s education. When parents are engaged in their children’s school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning.

Teachers who focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children’s education, the better their entire class’s motivation, behavior, and grades become. Encouraging parent engagement is more than common courtesy. It’s one of the best ways to create a positive learning environment for every student.

14.4.2 BENEFITS OF PARENT INVOLVEMENT IN SCHOOLS

Some of a child’s most important cognitive development happens during their pre-school years. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential.

Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.

It is essential for parents to support the learning that happens in pre-school settings at home as well. Parents who are in tune with what is happening in their child’s pre-school classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child’s development and supporting further learning.

Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

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Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

1. What is parental involvement of the school?
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2. Define Successful Parent Involvement.
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14.4.3 ROLE OF PARENTS IN EARLY CHILDHOOD EDUCATION

Parent involvement in early childhood education can extend the experiences that a child has in the classroom to real-world activities that happen in the home. A parent who understands what their child is working on at pre-school has a better sense of their child's competency and which areas they need to work on to improve confidence and ability.

One of the most difficult challenges for early childhood educators is figuring out how to better engage parents in their child's learning. By establishing good lines of communication between your child care center and parents, as well as making a strong effort to involve parents as an important partner in their child's education, you can make a positive impact on their learning ability.

14.4.4 TIPS FOR ENCOURAGING PARENT INVOLVEMENT

- **Invite parents to learn more about the staff and how the child care center operates.**

  Making families more comfortable with the center and the educators who work there will go a long way in making them feel at ease and more likely to be involved.
- **Ask parents if they'd be interested in participating in classroom.**

  Do they have a special talent that they would like to share with the class? Would they be interested in volunteering to help in an art project or read a story?

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- **Ask parents if there are any topics they would like to see incorporated into curriculum.**
  Once they are aware that they can have a say in what is taught in the classroom, parents may want to help shape what their child learns throughout the day.
- **Create a daily report or journal for each child.**
  Use these daily reports to outline their individual progress and offers a way for parents and educators to communicate and give feedback.
- **Make useful resources available to parents.**
  These can be in relation to developing motor skills, language development, behavior management and more. These resources can offer additional guidance that parents can use at home to cultivate further skills and talents in their children.
- **Recommend complementary activities that a parent and child can complete at home.**
  These activities can extend your curriculum beyond the classroom setting and reinforce what you have been teaching. Once parents get firsthand experience teaching new things to their children and seeing the impact, they will be more compelled to take an active role on an ongoing basis.
- **Thank parents for being involved.**
  After a parent visits or volunteers at the child care center, write a thank you note to let them know you appreciate their time and assistance.

14.5 COMMUNITY INVOLVEMENT IN SCHOOLS

Schools, parents, and the community should work together to promote the health, well being, and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the health-related needs of students.

Family and community involvements foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children develop healthy behaviors and promote healthy families.

Research shows that students whose parents are involved in their education are more likely to:

- Adapt well to school
- Attend school more regularly
- Complete homework more consistently
- Earn higher grades and test scores
- Graduate and go on to college
- Have better social skills

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- Show improved behavior
- Have better relationships with their parents
- Have higher self-esteem

Additionally, linking community activities to the classroom

- Improves school-related behaviors
- Positively impacts academic achievement
- Reduces school suspension rates

14.5.1 ROLE OF COMMUNITY

The community is an important stakeholder in the pre-school education programmeme. Involvement and participation of the community members would help them in understanding children and their family needs better. Role of the teacher in order to achieve meaningful participation of the community is to know the community, its people, their occupations, activities and resources and their cultural context. This could be achieved through –

- establishing a link with the community for awareness generation' through folk songs, street plays, puppet shows, jathas, etc. Only if the community is aware of the needs of children, can it help.
- making the centre visible' by organising events where community can participate like festival celebrations, sports events, Bal-Mela, etc.

Few parents can help in organising and managing such events.

Once the community recognises the need of pre-school education, ownership of the pre-school centre among the community members inevitably develops. It is not uncommon to observe community members helping the centre in many ways, such as providing drinking water, adequate space for the centres and other resources. Few local members who are in various capacities can be appointed in the centre. They may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives and functioning of the pre-school centre.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answer with the one given at the end of the unit

3. What is the role of parents in early childhood education?

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4. Write any two tips for encouraging parent involvement.

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14.5.2 COMMUNITY-BASED PARENT SUPPORT PROGRAMMES

Community-based parent support programmes differ from traditional human services parenting programmes in both form and function. Parent support programmes are defined as community-based initiatives designed to promote the flow of resources and supports to parents that strengthen functioning and enhance the growth and development of young children.

Community-based parent support programmes are based on the belief that when parents receive parenting support as well as other supports and resources, they are more likely to feel better about themselves and their parenting abilities, and in turn interact with their children in responsive and supportive ways enhancing the development of their children.

Parent support programmes can have important positive effects on both parenting behaviours and the social and emotional development of young children. One of the key features of these programmes is not only what is offered, but how supports are provided. Capacity-building helpgiving practices that form the basis of the interactions between staff and families ensure the enhancement of parents' capacities which in turn gives them the competence and confidence necessary to interact with and promote the social and emotional development of their children.

The primary objective of community-based support programmes for parents is to increase their capacity to develop the skills to acquire resources, a support network, and services. Community-based parent support programmes and initiatives can have a direct impact on child behavior outcomes in that they enhance parents' capabilities and efficacy.

Characteristics to look for in community-based parent support programmes are a high degree of respect, high regard, compassionate support, family choice for intervention options, resources to make informed decisions, and access to supports that allow parents to nurture their children using techniques that create optimal outcomes.

When parents are provided opportunities for personal growth, and to gain the knowledge and skills to perform in leader roles, parent leadership is fostered. Parent leadership is said to be successful when there is solid collaboration between parents and practitioners with a foundation of mutual respect, equal responsibility, expertise, and confidence in the decisions being made that impact their families and the greater community.

Some best practices related to Family and Community Involvement in schools

- Collaborating with community - Community resources are used to strengthen schools, families and student learning.
- Communicating - Communication between home and school is regular, two-way, and meaningful.

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- Parenting - Parenting skills are promoted and supported.
- School decision making and advocacy - Parents are full partners in the decisions that affect children and families.
- Student Learning - Parents play an integral role in assisting student learning.
- Volunteering - Parents are welcome in the school, and their support and assistance are sought.

14.6 'ANNAIAR KAZHAGAM' (MOTHER'S ASSOCIATION)

Annaiar Kazhagam is a local social group founded in schools on the belief that building strong children, strong families, and strong communities improves the world around us.

Parents are crucial in shaping children's behaviors, with active mothers appearing to have active children. Little is known about this association in pre-school-aged children, or about factors influencing activity in mothers of young children.

Mother's Association provides many opportunities for children and their parents to interact in a healthy and educational atmosphere. Remarkable things happen in the children's development when mothers come together, face to face.

The Mothers' Association seeks to foster a spirit of good will within the school community. It assists the faculty and administration, provides volunteers and funds to augment the school's resources, and enrich the students' experiences at the school.

All mothers are welcome to participate in service to the students and school community in any way that convenient for them. Mothers have the opportunity to be involved in a number of ways, so consider making a commitment to donate time, donate food for events, or contribute your talent by working on a committee.

Check Your Progress

Notes: a) Write your answers in the space given below.
b) Compare your answer with the one given at the end of the unit

5. Write a short note on Community-based parent support programmes.
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6. What are the uses of 'Annaiar Kazhagam' (Mother's Association)?
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14.7 LET US SUM UP

This unit attempted to deal with successful parent involvement, benefits of parent involvement in schools, role of parents in early childhood education and tips for encouraging parent involvement.

Schools, parents, and the community should work together to promote the health, well being, and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the health-related needs of students. The community is an important stakeholder in the pre-school education programmeme. Involvement and participation of the community members would help them in understanding children and their family needs better. Role of the teacher in order to achieve meaningful participation of the community is to know the community, its people, their occupations, activities and resources and their cultural context.

In this unit, you have learnt about community involvement in schools, role of community, community-based parent support programmes and the uses of 'Annaiar Kazhagam' (Mother's Association).

14.8 UNIT-END ACTIVITIES

1) Describe parental involvement of the school.
2) What is role of parents in early childhood education? enlist the tips for encouraging parent involvement.
3) Throw light on community involvement in schools.
4) Explain about Community-based parent support programmes.
5) Enumerate the best practices related to Family and Community Involvement in schools.

14.9 ANSWERS TO CHECK YOUR PROGRESS

1. Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Schools need to facilitate parental involvement by offering opportunities to the parents. Research shows that parent involvement can improve students' behavior, attendance, and achievement.
2. Successful parent involvement can be defined as the active, ongoing participation of a parent in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents,

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communicate with them regularly, and incorporate them into the learning process.

3. Parent involvement in early childhood education can extend the experiences that a child has in the classroom to real-world activities that happen in the home. A parent who understands what their child is working on at pre-school has a better sense of their child's competency and which areas they need to work on to improve confidence and ability. One of the most difficult challenges for early childhood educators is figuring out how to better engage parents in their child's learning. By establishing good lines of communication between your child care center and parents, as well as making a strong effort to involve parents as an important partner in their child's education, you can make a positive impact on their learning ability.
4. Tips for Encouraging Parent Involvement
   - **Invite parents to learn more about the staff and how the child care center operates**. Making families more comfortable with the center and the educators who work there will go a long way in making them feel at ease and more likely to be involved.
   - **Create a daily report or journal for each child.** Use these daily reports to outline their individual progress and offers a way for parents and educators to communicate and give feedback.
5. Community-based parent support programmes are based on the belief that when parents receive parenting support as well as other supports and resources, they are more likely to feel better about themselves and their parenting abilities, and in turn interact with their children in responsive and supportive ways enhancing the development of their children. The primary objective of community-based support programmes for parents is to increase their capacity to develop the skills to acquire resources, a support network, and services. Community-based parent support programmes and initiatives can have a direct impact on child behavior outcomes in that they enhance parents' capabilities and efficacy.
6. Mother's Association provides many opportunities for children and their parents to interact in a healthy and educational atmosphere. Remarkable things happen in the children's development when mothers come together, face to face. The Mothers' Association seeks to foster a spirit of good will within the school community. It assists the faculty and administration, provides volunteers and funds to augment the school's resources, and enrich the students' experiences at the school.

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14.10 SUGGESTED READINGS

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DISTANCE EDUCATION

M.A. (Child Care and Education) DEGREE EXAMINATION

Third Semester

Child Care and Education

PLANNING AND ORGANISATION OF INSTITUTIONS OF YOUNG CHILDREN

(CBCS – 2018-19 Academic Year Onwards)

Time : Three hours Maximum : 75 marks

PART A — (10 × 2 = 20 marks)

Answer ALL the questions.

1. What are the factors to be considered while setting up a Pre-school?
2. What are the safety and cleanliness measures to be followed in day care centers?
3. Write any two rules and regulations for running a crèche in India.
4. List some important information to be mentioned in the calendar.
5. Write down any three developmental characteristics of preschoolers.
6. Why the equipments in preschool should be suitable for appropriate age groups?
7. Write down the importance of maintaining the school records.
8. What is meant by Record keeping?
9. Define Parent Education.
10. Write down any three objectives of parent-teacher interviews.

PART B — (5 × 5 = 25 marks)

Answer ALL the questions.

11. (a) How should the physical set up of a day care centre be arranged?

Or

(b) Enlist the developmental benefits of playgrounds for preschoolers.

12. (a) Write a short note on
    a. Effective ventilation
    b. Light arrangement

Or

(b) Discuss the points to be remembered while framing a timetable.

13. (a) Throw light on the importance of Indoor and Outdoor Equipments for preschoolers.

Or

(b) Explain about any two school records

14. (a) Write down the characteristics of good record management

Or

(b) Describe Parent education programs.

15. (a) Explain about Preschool exhibition and what are its benefits?

Or

(b) What is role of parents in early childhood education? And enlist the tips for encouraging parent involvement.

PART C — (3 × 10 = 30 marks)

Answer any THREE out of Five questions.

16. Discuss the guiding principles for programme planning in Early Childhood Care and Education.

17. Describe the criteria for selecting the furniture and equipment for a preschool and explain their functional utility.

18. Describe various methods of educating the parents in the community.

19. What is Parent- Teacher Meeting? Throw light on guidelines for parent-teacher meeting.

20. Enumerate the best practices related to Family and Community Involvement in schools.